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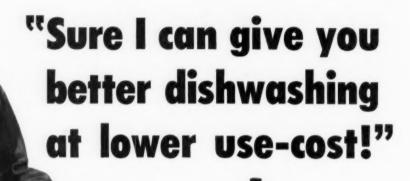
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Preview of January

Following tradition, the January issue of the SCHOOL EXECUTIVE will again be devoted to a review of events of the preceding year.

It will set forth the important happenings during the year which have affected school administration. The editorial staff has been aided by many persons in gathering and appraising the information which will be reported.

We believe that this annual review (our fourth) is the best and most useful we have done. We believe that you, our readers will find it useful now and in time to come. We are proud to offer it.

> Sincerely, Walter D. Cocking, editor

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Value Concepts

EVERY PERSON has some value concepts. What they are and how he came by them are subjects for interesting and important study. How value concepts are modified and new ones secured are of the greatest importance to schools and to school administrators.

A value concept has been defined as an emotional idea. Thought and feeling are intertwined in arriving at it. To a surprising extent they shape our actions. Apparently value concepts come to us from various sources. Some are passed on as a part of our cultural heritage. Most of these are accepted early in life and without question. An example of such a concept is that parents must be obeyed.

Other value concepts stem from the community in which an individual lives. An extreme and probably foolish example is the belief held that one's community is better somehow than other communities.

Still other value concepts develop out of an individual's particular experiences, his particular biases and from the people with whom he associates.

It is possible, of course, for value concepts to grow out of intensive study, painstaking thinking and careful reflection. Here we have the highest and best form of value concepts. It could be that the stage of a people's civilization might be judged from the way they form and accept their value concepts.

Social scientists are now telling us that our understanding and appreciation of a person's value concepts are basic for intelligent guidance. It is believed that all learning is conditioned more by one's set of value concepts than by his 10. In other words, insight into the value concepts gives us the handle which is necessary for helping an individual grow and develop constructively. Anthropologists are saying now that research in this area is one of the most pressing demands of our times.

A LL OF US must know when we stop to think about it that our own set of value concepts are constantly undergoing change. Some we discard, some are modified, new ones are added. The forces and conditions which stimulate such change are undoubtedly many and diverse. School administrators need to know more about them.

What is the schools' function in the formulation and

modification of its students' value concepts? What attention should the school give to the value concepts of the community and its people? These are indeed difficult yet important issues. There is probably no pat answer. Indeed, such questions have not received very much specific attention in the past. They must in the future.

As I see it, the school has a responsibility to help the student recognize the value concepts he holds, examine them for their soundness, and guide him in his consideration of proposed modification. It is not the job of the school to endeavor to "sell" its students a set of value concepts. Here lies one of the basic differences between a totalitarian and a free society. The leaders of a totalitarian society set up the value concepts for their people and insist on their acceptance. In a free society, each individual has the right and the duty to formulate and to accept his own value concepts. It is the school's task to make this difference clear, to propose the methods an individual should use in examining his or any set of value concepts. Probably everything the school does has a bearing directly or indirectly on an individual's set of beliefs. These beliefs are all important for they shape our behavior; they determine what we are, and what we become.

HUS, THE SCHOOL must be keenly aware of the value concepts held in common by the community of which it is a part. It must discover those held by each individual student, and must alertly watch modifications in progress. It could well be that here lies the important task of all guidance. It may suggest procedure and method. The value concepts held by an individual certainly condition his outlook on life and all he does. With the information now available, and with research in this area increasing in scope and quality, all teachers can and must make use of it in their work.

What people believe, shapes what they are. It is most important then that we know how beliefs or value concepts are arrived at. It is equally important to consider how people may appraise their value concepts and hence modify them and arrive at new ones. Schools and their teachers and administrators have an important role to play. To perform this role well is a substantial task.

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KEYNOTES /

comments on the educational scene

Carmichael—The Statesman

ssues cause some men to rise to the heights, while others become overwhelmed and defeated until they sink finally into oblivion. Dr. Omer Carmichael of Louisville, Kentucky, has risen to the heights. He is superintendent of schools of a proud and traditional southern school system. Louisville, as every other school system which has had a dual set-up of schools for whites and Negroes, was faced with a crucial and delicate issue in light of the Supreme Court's decision of May, 1954.

Superintendent Carmichael and his associates attacked the problem forthrightly. Accepting the decision, he moved to examine the problem of desegregation and laid out a program of study and information for the people.

For two years, he and his people explored the issue. Plans for desegregation were made in the minutest detail. When schools opened in September, 1956, the machinery was put into operation. It worked.

Our hats are off to Dr. Carmichael and his associates. They have demonstrated the value of planning. Vision and courage paid off. Superintendent Carmichael has set a high standard of leadership. He has demonstrated his worth as an educational statesman.

Bravo-National Parent-Teacher

THE OFFICIAL MAGAZINE of the National Congress of Parents and Teachers is observing its 50th anniversary. The publishers and editors of National Parent-Teacher are to be congratulated on its growth, both in size and influence. Today its circulation is approximately 400,000.

The magazine serves well and constructively the fine organization of parents and teachers which has almost 10 million members. Its influence is felt throughout the teaching profession. It is widely quoted by other publications. Thousands of lay citizens are influenced by its editorial pages where the outlook is always forward and constructive.

THE SCHOOL EXECUTIVE joins with many others in saluting National Parent-Teacher. Its contributions to better schools have been great. Its influence and effectiveness will continue to grow.

Hints to enhance administrative balance

FOR THE SUPERINTENDENT: Enhance the public view of the principal's position. Be the leader of an organization that has more than just the one good man at the top. This is to your self-interest since it is easier for people to favor schools and school administrators when there is a good relationship with the local attendance unit and its principal.

Inform the attendance unit principals of what is under way throughout the school system. Because of their positions in relation to pupils, parents and teachers, they are the best composite source of suggestions and of criticism. If they will, they can tell you what the people think about schools.

Avoid dividing loyalty of teachers between superintendent (or central office) and the principals. Seek system loyalty through working groups in each attendance unit. Otherwise teachers frequently will be verbally mauling both superintendent and principals.

FOR THE PRINCIPAL: As you seek autonomy for your attendance unit, seek it not as escape from large system relationship but rather as a way of belonging to the system as a unit with individuality.

Know your school thoroughly but work also to avoid creating an "only child" situation about your own school, Learn the viewpoints of all the principals within the school district so that the dangers of parochialism or segmentation can be surmounted. Think in terms of what your school can do to improve the entire community and the whole school system.

Don't carry management problems to the central administration—keep them within your building. The kind of questions you take up with the administrator build his perception of what should be the basis for conferences with you.

Clear through the central organization for coordination. Let others know what you have under way. This type of cooperation is the only means through which you can be aware of what else is occurring.

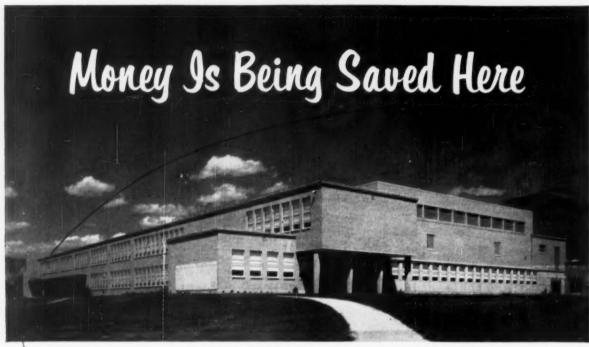
> VAN MILLER Professor of Education University of Illinois Urbana

The power of an idea

THREE MAJOR INFLUENCES do most to shape people. They are: ideas, individuals and art or form. Here we consider only the first of these—ideas. It would be interesting to gather together and relate the many instances which show how an idea has affected human beings. The concept of the brotherhood of man, for instance, is a force which activates the lives of thousands of people. It is a force which grows stronger with time.

Or take the ringing statement in our Declaration of Independence—"All men are created equal." Here is an idea. Is it true or false? It has been the subject of untold debate. Its effect has been pronounced on the lives of people for generations.

All the good ideas have not been expressed. New ones are voiced constantly. Ideas are the meat from which progress is created. The school's job is to foster ideas, see that they are freely and widely expressed. consider their validity, help to put sound ones into action. Let us hope also that from the teachers and administrators who man our schools will emanate ideas which America needs, can use and will use.





Mt. Olympus Senior High School, Holladay, Utah. Lorenzo S. Young, architect; A. A. Maycock Co., mechanical engineers; Hansen-Niederhauser, mechanical contractors; all of Salt Lake City.

Heating Costs Less—Much Less— Where There's Johnson Dual Control

In most schools, it's the need for "after-hours" heating that runs up fuel bills to needlessly high levels. Sometimes it's the gymnasium that needs heat at night or on weekends. Often it's an office or two, a few classrooms or, perhaps, the auditorium. In any case, heating an entire building or large sections of it for the sake of one or a few rooms is an expensive practice.

The successful solution of this problem in the outstanding new school at Holladay, Utah, illustrates a means of saving money that is readily available to any school with similar problems.

This impressive school is equipped with a complete system of Johnson *Dual* Temperature Control, the modern control system that makes it possible to heat only the occupied rooms during out-of-school hours. All unoccupied rooms are automatically maintained at low economy temperatures when not in use. Fuel consumption is far

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news and views

Down the Corridor

Architects and educators have been looking at inside school corridors with a critical eye in recent years. These questions have been asked: What purposes do corridors serve? Do they contribute to or detract from educational purposes? Are they uneconomical, wasteful of space, and a nuisance to maintain? If they are necessary—an "if" which is coming under increasing scrutiny-how can they stimulate the senses, relieve tensions, give a psychological lift and contribute educationally and socially to those who use them?

In answer to the last question, at least, there seems to be some agreement that the corridor should be designed not only for pupil traffic and clothes storage, but to help in the educational, psychological and social development of children. This purpose can be achieved by looking upon the corridor as an open space, varied in its use of color and materials—glass, tile, masonry and wood, where interest-creating exhibits are displayed.

Classrooms on Wheels

Valued at \$21 million, 9,253 classrooms on wheels were made available to high schools throughout the
country during the 1955-56 school
year. Driver-training cars, donated
by automobile dealers, have doubled
in number since 1948-49, according
to a report by the Inter-Industry
Highway Safety Committee, and
have increased by 1,174 cars since
1954-55. Seven hundred schools
have added complete driver-training
courses, including both classroom
instruction and practice driving,
during the last school year.

Arts Center Wins AIA Award

First prize in a Memphis, Tennessee architectural competition, held under AIA auspices, went to William Mann and Roy Harrover, Architects, Leigh Williams, Associate, for their unified design of a \$1 million Fine Arts Center which the judges felt simplified the varied functions and seemingly complicated program of the proposed center. By grouping an art academy, theater and concert hall under one undulat-

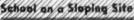
ing roof, using colonnades and screen walls, the problem of adaptation to a park site was solved.

Recent Plant References

Footcandle Levels and Interior Lighting Design Data is designed as a basic reference for architects, engineers and designers of interior lighting installations. Copies of the manual (A-4854) may be obtained from the Westinghouse Corp., Lamp Division, Bloomfield, New Jersey.

The New Jersey Department of Education has prepared a series of mimeographed bulletins entitled A Guide for Planning School Facilities. Each bulletin makes suggestions for planning facilities in different areas such as guidance, library, and others. For information write: New Jersey Department of Education, 175 West State Street, Trenton 25, N. J.—Vocational Division.

Asbestos Transitop, a pamphlet dealing with insulating structural panel for heavy and light construction, is available from Johns-Manville, 22 East 40th St., New York 16.





Daniel, Mann, Johnson & Mendenhall, Los Angeles architects and engineers, have turned severe site restrictions to advantage with their unique elementary school design for the Manhattan Beach City School District.

Five stepped levels cover the 100-foot terrain drop. Each of four levels contains three classrooms, each having its own outside play area. Floor to ceiling windows and sliding doors are of low light transmission glass.

Pamphlets of Interest_

Adult Education

The Strength to Meet Our National Need presents reports which grew out of meetings of the President's Committee on Education Beyond the High School. American Council on Education, 1785 Massachusetts Ave., N.W., Washington, D.C. Price: \$1.50.

Public School Adult Education is a guide for administrators and

teachers involved in adult education programs in communities throughout the country, giving the history, scope, available facilities, teacher-training procedures, counseling techniques and financial information of these curriculums. National Association of Public School Adult Educators, NEA.¹

Mathematics Education

How to Calculate Quickly imparts, in its 256 pages, the art of solving math problems. It presents more than 9000 short problems to be worked on successively for 10 minutes a day in a serious, capably planned course of basic mathematics for self-instruction. Dover Publications, Inc., 920 Broadway, New York City. Price: \$1.00.

Offerings and Enrollments in Science and Mathematics in Public High Schools analyzes actual situations in these vital areas, placing emphasis on ratios of those enrolled in these courses to those who could be enrolled in them, in order to clarify misleading reports and focus attention on ways to utilize personnel and intellectual resources to meet the demand for scientists and mathematicians. Office of Education.² Price: \$.15.

Administration

School Property Insurance—Experiences at the State Level summarizes information on a state-by-state basis as a guide for school officials faced (or who may be faced) with providing school insurance coverage. Office of Education.² Price: \$.25.

Instructional Materials for Elementary Schools, the 35th yearbook of The National Elementary Principal, offers an excellent round-up under 11 chapter headings with articles in each section written by different educators on the uses to which varying kinds of instructional materials are put. Department of Elementary School Principals, NEA. Price: \$3.50.

Guides for Planning a Junior High School Program surveys the cooperative work of a university team with a school district in planning a program for a new junior high school unit; it is useful as background material for others faced with this type of task. University of Houston, College of Education, Houston, Texas.



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Office of Education pamphlets are for sale by Supt. of Documents, Government Printing Office, Washington 25, D. C.

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Top: SEWING ROOM—Newport Beach High School, Newport Beach, Calif. . . . Holophane Recessed Concave CONTROLENS* units, 300 W. Incondescent . . . Illumination—50 footcandles.

Center: CLASSROOM — Locust Grove Elementary School, West Milllin Township, Penna. Continuous rows of Holophane Surface-attached Fluorescent units . . . Illumination—50 footcandles.

Bottom: KINDERGARTEN—Hope Valley Elementary School, Hope Valley, R. I. . . . Close-ceiling Mounted Holophane PARADOME* Luminaires, 300 W. Incandescent . . . Illumination—33 footcandles.

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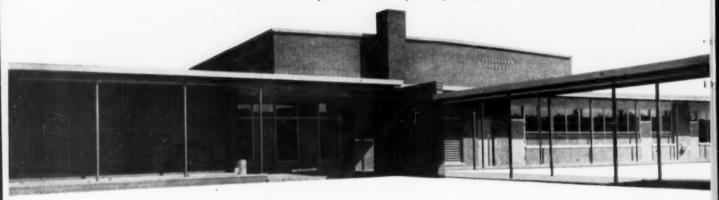




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THE SCHOOL EXECUTIVE



OR CLASSROOMS



FOR GYMNASIUMS FOR AUDITORIUMS



December, 1956

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For 37 Years, Manufacturers Of Quality Towels, Toilet Tissue and Paper Napkins Since traditional courses of study were not planned to meet today's executive responsibilities, changes are instituted, as . . .

New Programs Prepare School Administrators

by DANIEL R. DAVIES

Professor of Education and Coordinator CPEA — Middle Atlantic Region Teachers College, Columbia University New York City

A LITTLE-PUBLICIZED but substantial shake-up is occurring in many of the colleges and universities in this country which prepare school administrators. Reports of new courses and combinations of courses, of changes in instructional method, of experimentation with standards and procedures for selecting able candidates abound. They herald the appearance of improved professional preparation programs in stronger professional schools.

Two foci of the forces at work emerged during the turbulent post-World War II decade. One was the National Conference of Professors of Educational Administration which was created in 1947. The other, begun in 1950, was the Cooperative Program in Educational Administration. These projects brought together professors, administrators and school board members in efforts to remake and strengthen the profession. The CPEA alone, aided in its five year existence by more than \$4.5 million of W. K. Kellogg Foundation money, triggered a continuous chain reaction of participation nationally which can be measured in tens of thousands of man-days to date.

The nature and extent of the current quiet revolution in preparation programs is seen best against a backdrop of what had existed prior to 1950. During the approximately 50 years that had elapsed since instruction in educational administration first appeared at Teachers College, Columbia University, more than 600 other institutions of higher learning added similar courses to their offerings. Titles and content varied widely, but the acceptance of a system of accumulating points or credits in courses as a prerequisite to practice gradually became recognized in state licensure laws.

Offsetting the soundness of these studies were the known and suspected shortcomings. For example, there was overlapping in course content. There was no basic theory or concept to guide program development. The realization began to dawn, stimulated by research on leadership, that there were gaps in the curriculums of even our best professional schools.

What direction realignment?

While the tide of improvement has not abated, there are currents of change that can be identified clearly. First is the careful examination of the content of courses. The basic assumption underlying this effort is that professional preparation should correspond to the actual field needs of practitioners now, and to the extent that prediction is possible, in the future.

Second is the assembling of curriculum items considered to be common to administrators in all educational positions into "core" or "block of time" courses.

Third, curiously enough, has been the marked rediscovery of man in school administration

Next Month: Layman's Attitude Toward Schools In 1956-Sloan Wilson

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during the past decade. In programs earlier overwhelmed with the problems of administration, sometimes referred to as the 4 "B's"—bonds, buildings, budgets and books — there has been extensive experimentation with studies of such topics as human relations, group dynamics, leadership processes, problem solving, decision making and administrative process.

In total, these represent a new emphasis on individuals and on interrelations among people. A new concern for the administrator himself, as a person, has developed during this period.

In some of our professional schools this concern is reflected in improved personnel administration programs emphasizing strongly the student's orientation to the learning program, to the adjustments both he and his family will have to make in his new position, and the long-term



responsibilities of his membership in a demanding profession.

Improved techniques for recruiting able people into education has resulted from the new program approaches. It may well be that the current, almost universal practice of self-selection will be replaced, to a considerable degree, by a carefully developed and comprehensive selection process relying upon defensible criteria relating to health, level of intelligence, value systems and personality patterns.

Another development is the conviction that a top quality professional school must have a program of extensive field contacts for both students and professors. The actual mechanisms are called by many names: school study councils, bureaus of educational service, institutes of field services, internships and field projects for the doctorate. Whatever the names, the activities add up to a close and continual interaction between our institutions and their natural laboratories: state, county and local school systems.

Another emphasis, not especially new, but more heartily ascribed to lately, is the realization that a good educational leader must have a broad liberal arts background. The ramifications and responsibilities of modern schools are so broad that the administrator, the person who symbolizes them to the people, is expected to keep abreast of the main streams of civilization's culture, both past and present.

Professional education, then, is far more than learning the tricks of the trade, the technology of management. To the "how" must be added the "why." Why do we have schools? For what purpose? With what should we be concerned?

This vision of professional education for school administrators is no short-term task. Preparation for school administration is a life-long process. Some leaders in the field reflect this realization by speaking of "basic professional preparation" rather than "pre-service preparation" or "inservice" education. After attaining his first job in school administration, a practicing school executive, for the rest of his life, whether he earns degrees or not, is concerned with "continuous professional development."

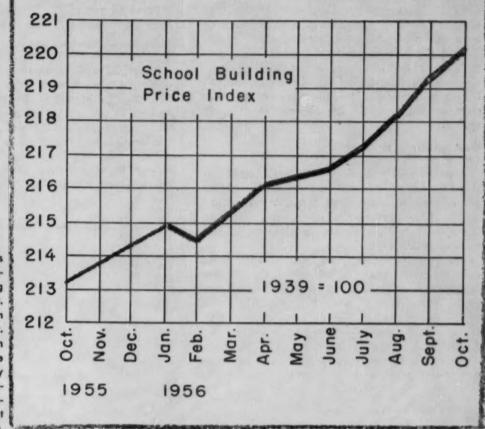
One effect of this concept has been the exploration for ways to harness the resources of universities and of metropolitan regions in particular to aid administrators' continuous professional growth. So far, it has been found that short-

The idea of a period of basic professional preparation (left), then a life-cycle of continuous development is gaining favor over the point-system which tended to compartmentalize school administration.



term clinics or workshops of a few days duration can best serve the man on the job. The traditional semester pattern is more suited to the earlier period of basic professional preparation.

Little wonder, then, that the deans and other administrative officers of our professional schools find life difficult these days. College catalogues and course announcements need revision annually. Bookstores and libraries are hard pressed to keep abreast of changes in resource materials. The new programs are making wide demands, too, upon institutional facilities and budgets. A major problem, still unanswered, faces us—how to put a firm financial foundation under this improved concept of professional preparation.



School building prices advanced to an index of 220.1 during the month of October. The index had been 219.3 in September. Factors involved in this upsurge are the industry's steady wage rises and demand for all materials in the current construction boom.

School Building Costs and Bond Prices

by HAROLD F. CLARK
Economic Analyst
Teachers College, Columbia University

THE AVERAGE RATE OF INTEREST on school bond during the month of October. The index in October was 220.1 (1939 = 100). In September, the index was 219.3.

Building prices have turned sharply upward again. For 17 years building prices have been in a rising trend. At various intervals during this time they have taken sharp soaring spurts. We have just been going through another one of these spurts.

Many factors have combined to bring about this

recent upsurge in the cost of building. The increase, some months ago, in wages in the steel, aluminum and other basic industries represents one contributing cause. Wage increases have spread across a large portion of the entire economy. This means that there has been a rise in the cost of all materials.

Wage rates in the building fields continue to show steady uphill pressure. Added to this has been the prodigious volume of building, with total construction at an all-time high level.

Product prices up 5 percent from 1955

Practically all building materials cost more than they did a year ago. The average increase

in price has been roughly 5 percent. Lumber costs have advanced. Paint and metal products, as well as special products made mostly of metal, have shown unusual cost rises recently.

Doubtlessly, there will be a slowing up, perhaps a complete stoppage, of the building materials cost increase during the winter months. But, if present trends continue, these costs could easily start ascending again in late winter or early spring.

Weekly, hourly earnings mount steadily

Average weekly earnings in the entire construction industry have moved up from approximately \$99 a week to about \$105 a week, during the course of the past year. The average in some of the special fields, such as electrical work, has crossed \$125.

The average hourly rates mounted with great consistency. During a recent period, the average hourly salary for all building employees was \$2.62. Three months later it was \$2.67; three months after that it was \$2.70. Within the next three months the rate was \$2.72; and in the following three months it was up to \$2.76. There have been temporary pauses in the rise of average hourly earnings in the building trades, but they have not lasted long.

Cement was cheapest building material

The one major building material that has shown the smallest price increase during the past 17 years has been cement. This has meant that, up to the present time, school plants built mostly of cement were utilizing a relatively cheap material as compared with most other materials. Had there been any move to increase the use of cement in construction, the relative cost of school buildings probably would have been lowered.

The large highway construction program that has been undertaken recently has tended to shift this situation, however. Cement prices are advancing; in fact, the rise has been a rapid one within a short time span. As compared to 1939 prices, however, cement still shows one of the smallest increases of any of the building materials.

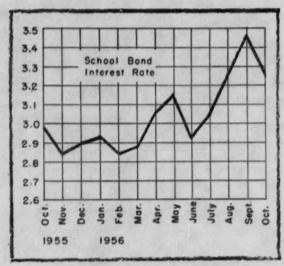
Many people think that the cement capacity in the country is going to be strained to the utmost to supply the demands of the next few years. If this happens, inevitably prices will rise and the cost of cement easily could continue to advance more rapidly than any other building material. This will add another complication as far as school construction is concerned.

The major factor affecting the cost of school buildings in the immediate future should be the overall volume of construction. All signs point to the fact that total construction will continue to break all past levels. This has been true month after month and promises to persist.

Educational, industrial and business construction boom

Industrial and business construction are at all-time peaks. Almost every month sees new records set in the volume of school building starts. As long as the general business boom continues, construction may well remain high.

Educational construction is a factor in this overall expansion. This means that the prospect of any important drop in the cost of school buildings in the immediate future is slight.



Average interest rate on October school bond issues was 3.3 percent. This represents a .2 percent drop from the September figure which has been the top charge since the 1930's.

THE AVERAGE RATE OF INTEREST on school bond issues sold during October was 3.3 percent. In September the average rate was 3.5 percent.

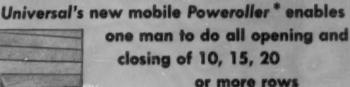
The September figure represents a new top charge in many years. It is necessary to go back to the early 1930's before we find a figure this high. In the last 20 years there have been only a few months when the rate has been above 3 percent.

Average rates above 4% in 20's

On the other hand, it is important to remember that in the 1920's average rates year after year were as high as 4.4 and even 4.5 percent.

The Federal Reserve Board has been trying desperately to curb the over-extension of credit. Until it succeeds, at least in part, interest rates should remain relatively high.







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December, 1956

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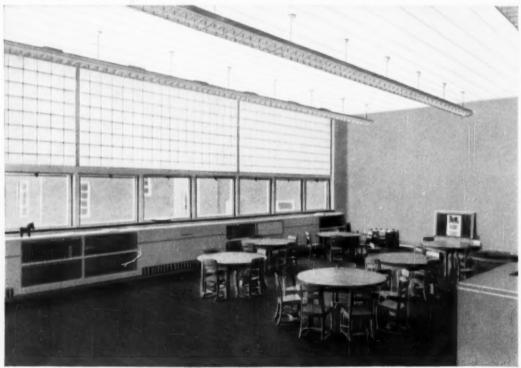
A scientific two-year study of the effect of COLOR DYNAMICS on 2,500 school children in Baltimore has produced substantial evidence that color environment affects scholastic achievement and physical well-being.

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DYNAMICS, each room, corridor and stairwell is treated individually—some brightly to improve the lighting, many in mixed colors to increase the interest of pupils. Younger children respond to bright colors, while older students, more in need of calming influences, are given pastel shades and soft harmonies.

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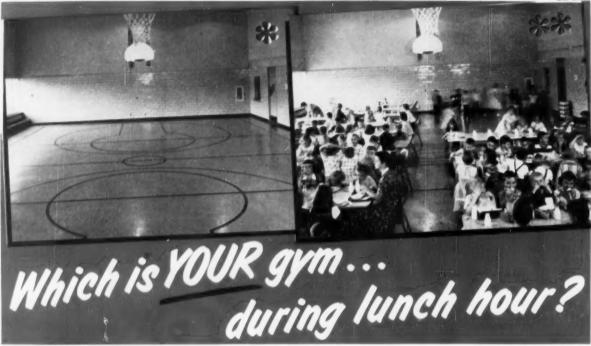
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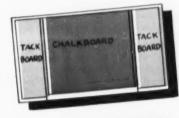
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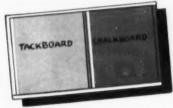






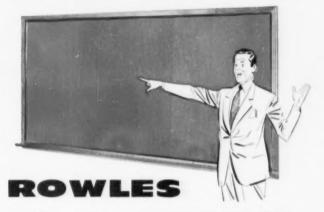








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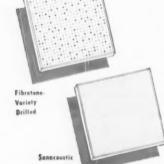
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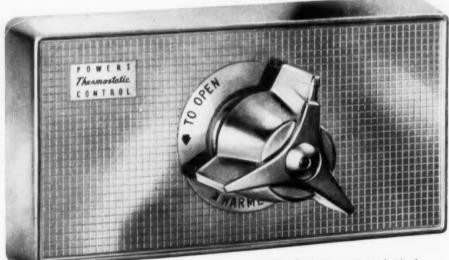
Specify Hydroguard *thermostatic* shower controls for your new school shower room, dormitory, gymnasium, or swimming pool – then you'll know that safety and comfort have been provided.

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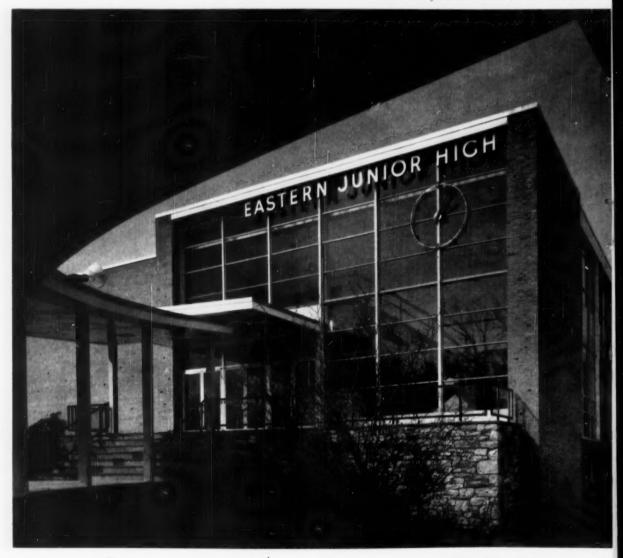
The architect who designed this school, J. Gor-

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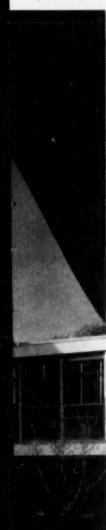
Architect: J. GORDON CARR, NEW YORK CITY.



THE SCHOOL EXECUTIVE

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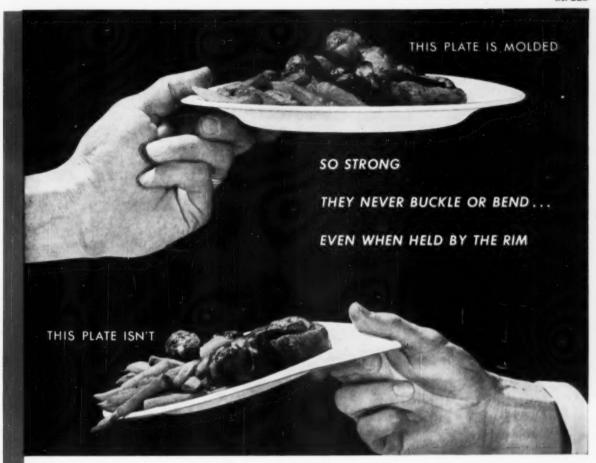


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Community Use of School Facilities Made Easy

by MITCHELL SOSO

THE AREA OF COMMUNITY ACTIVITY that involves the use of a school facility is all too often overlooked. Since it is latent with possibilities for developing a better public relations program between the schools and the community at large, this circumstance is regrettable.

The school facility can range from a classroom to a football stadium; or it may be the auditorium, a kindergarten room, the home economics laboratory or the farm mechanics shop. In Santa Rosa, a growing city located 55 miles north of San Francisco, the patrons who use the school facilities may range from the supporters of the local symphony orchestra, or members of the local African Violet Society, to members of the farming community who use the school shops while learning to repair agricultural implements. From these three contacts, particularly with such diverse segments of the community, there arises a fine opportunity for the school to develop a better relationship with its patrons.

In California, a landmark in the community use of school facilities was the enactment of the Civic Center Act in 1913. Since that time the Act has been amended from time to time and today provides that "each school shall be a civic center in which the citizens, parent-teacher as-

sociations, Campfire Girls, Boy Scout troops, farmer organizations, clubs, and associations formed for recreational, educational, political, economic, artistic or moral activities of the school district may engage in supervised recreational activities, and where they may meet from time to time as they may desire to discuss any subjects or questions which, in their judgment, appertain to the educational, political, economic, artistic, and moral interests in the community in which they reside."

School boards in California are given broad leeway in meeting the costs of operating the schools as civic centers. The school board may meet the cost by use of the school district's general funds, or it may make

Dr. Soso is assistant superintendent for business and research in the Santa Rosa, California, City School system.

The Santa Rosa Symphony Orchestra performing in the Santa Rosa High School auditorium.



December, 1956

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a charge to defray the cost of this operation, or it may cause a tax to be levied. This tax should be sufficient to defray the operation costs only; yet it is not to exceed five cents per \$100 of assessed valuation of property.

The writer has tried to formulate some general considerations here for operating schools as civic centers. These considerations are:

1. The Legal Situation.

The school administrator should be familiar with the existing legal requirements set up through the school or education code of his state. Only persons legally entitled to use schools should be allowed to do so, and then only for the express purposes for which they have been authorized. Administration of the school facility for civic use should be consonant not only with state law, but also with the policy of the local board of education.

2. Policy.

The major objectives of the community-use program should be stated. Rulings controlling the use of the facilities by school groups, governmental agencies, civic organizations and commercial firms should be clearly stated. Each applicant should be given a copy of the board of education's policies and regulations governing the community use of school facilities. Very often, where some groups are entitled to free use of school facilities, a misunderstanding arises when a charge is made against another user. The school administrator should not always assume that presentation of printed material to the applicant is the only caution he should take in this area. A moment taken out of a busy day to clarify the conditions of use often prevents disagreements arising from an uninformed public.

3. The Schedule.

A master schedule should be kept at each school for all use other than ordinary classroom use. All after-school use should be scheduled so that regular school users, that is, instructors and students, will not attempt to use a facility in conflict with a non-school group. All school use, whether arising directly out of the instructional program or out of co-curricular activities should have precedence. One person should be given definite responsibility for scheduling the date and the hour the facility is to be used, recording not only the applicant's name, but also the name of the person responsible for the applicant. This is necessary since many associations have authorized persons apply in their behalf. Individual schools should not deviate from this practice even though central office approval may often be necessary before use of a school facility is granted to a non-school group. Each principal is given major responsibility for scheduling the use of his school, and this usually results in directness and ease in the patron's application procedures.

4. The Facility.

The school personnel can render a signal service to civic groups by helping them select the proper facility. Many applicants will approach the school administrator with a request for use of a certain room. Very often the room requested is the worst possible choice. By taking a little extra time the school administrator can often select the facility with the right number of seats and the best lighting and/or acoustics for the applicant's special needs.

5. Costs and Services.

School personnel should make explicit what costs, if any, are to be met by the applicant, and what services are to be rendered by the school district. Some districts might provide a school facility "free of charge" if no extra custodial services are required, whereas charges might be made if special stage lighting, microphones, or additional parking facilities are required by the applicant. The manner in which payments are to be made, should also be covered. In March, 1955 the writer surveyed various aspects of community use of school facilities in 38 California city school systems. Of the 28 respondents to the question "do these rules and regulations contain any provisions relative to the instructional program" only seven answered in the affirmative. Twenty-seven out of sixty responded that a charge was made for community use of school cafeterias. Because of the wide variations in policies and practices regarding community use of school facilities, the patron should be given a copy of the "fee schedule."

6. Accidents and Misuse of Property.

The school district should indicate what liability falls upon the applicant if he misuses school property. The school administrator should also expressly state the liability involved to the applicant, and in fact a waiver should be signed, absolving the school district of any and all liabilities which arise in and out of the use of the school facility.

7. Application Procedure.

So that application procedure is direct and simple, the application form should be complete and readily understandable. In California it includes the "non-communist" oath. In the writer's opinion, the above mentioned liability waiver should also be one of the form's essential features. This liability waiver, patterned for each district's needs, could very well follow the standard "save harmless clause."

8. Custodial Services.

The custodian should be well informed about the community use of school facilities. He should know exactly what services are expected of him, and should be trained to perform his duties in a courteous, thorough and firm manner. This responsibility is often a heavy one and if well-discharged, can considerably enhance the school's prestige.

If the school district takes sufficient time to carry out the possibilities inherent in the community use of its facilities, it will find many of its other endeavors more readily executed. The community appreciates cleanliness, promptness, fairness and service.

Furthermore, the movement toward improvement of community living, one of the major objectives of our educational program, would be greatly accelerated by development of a program facilitating the use of school facilities by many and varied groups. Thus the schools can help the community be a community.

Instruction



Vocational training



Adult education



Recreation



Citizenship



Community health

What Is A High School For?

by M. CHANNING WAGNER

THE MARCH 29, 1956 issue of The Staff Reporter, the monthly news bulletin of the Wilmington, Delaware Public Schools carried an article, "What Is a High School For?" whose stimulating message deserves broader coverage. For its acute perception and forthrightness in pinpointing many of the controversies about the goals of secondary education today, The School Executive presents it here:

W E HAVE read with a great deal of interest the views expressed by Dr. John A. Perkins, president, University of Delaware, in the lead story of the March 17 issue of *The Saturday Evening Post* entitled, "What Is a High School For?"

Many of the ideas expressed by Dr. Perkins are true in many high schools of our country. However he should have called attention to the fact that there are many high schools in this country which are doing a splendid job in preparing pupils for life.

We would like to call attention to some pertinent facts relative to the educational program of the public high schools of Wilmington. As it is stated in our basic philosophy, we believe that the schools of Wilmington should meet the needs of all groups. In implementing this philosophy, we provide a program for the college preparatory group, for the business and distributive education group for pupils in diversified occupations, for individual progress classes for the mentally retarded, and now we are working toward a program designed for our gifted students. In our secondary school program we have two vocational schools where more than 19 different trades and industries are offered. We believe that the educational program of Wilmington is meeting to a great degree the educational needs of the city's secondary school population.

In a press release from the University of Delaware we find his statement, "Over-emphasis of 'life adjustment,' citizenship and extra-curricular activities in American high schools is causing a neglect of our most precious natural resource, brainpower."

Can citizenship be over-emphasized?

Would any secondary school principal in a well-organized school abolish the so-called "extra-curricular activities program?" I am certain that the answer is in the fact that the activities of a modern high school are all important.

What about "life adjustment?"

For six years there existed a national commission selected from among some of the most eminent edu-

Mr. Wagner is assistant superintendent emeritus of Wilmington, Delaware Public Schools.

cators in America. Documented facts present evidence which shows that "life adjustment" has been a great stimulus to secondary education in many states and in hundreds of high schools. An example is the splendid work which has been done in Illinois under the sponsorship and guidance of the state department of public instruction, and Dr. C. W. Sanford and Dr. Harold C. Hand of the University of Illinois.

Dr. Perkins writes, "The modern high school has become a community center concerned with mental and physical health, community projects, and adult education and recreation and the doors are open from eight in the morning until ten or later at night."

A case in point

Consider Wilmington High School. From 8:30 a.m. until 3:30 p.m. day school is in session. Adult groups meet in this school from 3:30 to 5:30 p.m. On four evenings of each week University of Delaware extension classes meet in the "old" building of the school, utilizing practically every one of its classrooms. On Tuesday and Thursday evenings, evening school classes in high school level courses for out-of-school youth and adults are held. Americanization classes also meet on these nights and the two types of classes utilize all available space in the building annex. During the winter months, both gymnasiums in the school are used for recreational purposes.

Surely here is an example of a high school building which is serving the educational needs of many segments of our population.

Public schools do do a good job

Let us look at the program of the college preparatory group. During the school year 1954-55, the statistics released by the University of Delaware showed that one of our high schools had 181 pupils in attendance at the University. From a total of 1,944 grades received, 12.5% were A's; 40.8% were B's; 33.5% were C's; and 9% were D's with but 3.7% failures. This means that 53.33%

were better than average or superior (A's and B's), 95.86% were passing, and only 4.11% were failing or conditional students.

From the same high school, 176 graduates were attending other colleges and universities (82 in number). The grades received by students in these 82 institutions were comparable to the above percentages.

What the records show

Surely this record would prove that the graduates of Wilmington public schools do "make good" in college.

Dr. Perkins does not qualify the reference to an article by Dr. Harold Dodds, president, Princeton University. Readers might infer from the use Dr. Perkins makes of the material, that private schools do a better job of preparing high school students for successful college careers.

A rebuttal to Dr. Dodd's article has shown that at Princeton the graduates of private schools had a slightly better average in their freshman year, but were surpassed by their public school graduate classmates by the end of the sophomore year.

It is generally accepted that a high school is not responsible for its graduate beyond the first year of college experience. Is the University succeeding in motivating its pupils so that there is a decrease in pupil failure by the end of the sophomore year?

High college drop-out rate

One of the greatest of educational losses is the staggering drop-out rate in our colleges. In an associated area, while it is true that state and city educational systems establish standards for issuing certificates for teachers in all public schools — anyone can teach in college, or start to teach in college, without background or instruction in the arts and skills of teaching. University presidents must be concerned about this situation.

Is it such a great indictment of secondary education that only half of the graduates ranking in the upper tenth of high school classes go on to college? Is it criminal for a girl with intellectual acuity to take a secretarial job and earn more money by the end of four years than the beginning college graduate teacher will get?

Industry needs the talented

This lies with industry and with the community. Industry cries for capable secretaries, typists, and business machine operators—should these people spend four years at college and then another year at business college to prepare for a secretarial career? Scientists and engineers depend on good secretarial help.

Until lately the greatest criticism of smaller high schools was that they had only one curriculum and as Dr. Perkins states, that was usually the college preparatory curriculum. Dropout rates and the frustrations of thousands of pupils were the reason for the introduction of the "life adjustment" program.

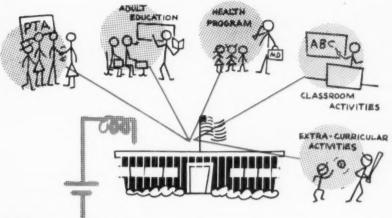
We agree that high school pupils should not be permitted to waste time nor to work carelessly. We would agree that each high school subject should be "made" to call forth the best efforts of the learner. This is an authoritarian viewpoint and such objectives were not always realized even with the considerable motivation of a hickory switch.

Compulsory school attendance laws "make" a pupil stay in school, but many have led a horse to water who couldn't make him drink. State universities furnish a large share of the nation's teachers; will they send us teachers who "make" students do their best?

Fulfilling all aspirations

What are high schools for? They are for all the children of all the people. Whatever be the values that all the people should have according to sectarian views of the intellectually privileged, the high schools face the reality that not all people want the same things in terms of educational objectives for their children.

Nor can each child reach the same goals toward which his peer is striving. The diversity of our children has led us to diversified programs in our schools.



The Crux of Parent-School Relations:

Communications

How parents find out about their child's school is of utmost importance

by HAROLD VAN WINKLE

Mr. Van Winkle is the director of publications at Bowling Green State University, Bowling Green, Ohio.

lethod of communication



Communicating with pupils via duplicated letters and printed materials may be more effective than superintendents and principals believe.

This conclusion is based on the results of a research study made recently at Bowling Green University in Ohio under a grant from the Midwest Administration Center of the University of Chicago.

In this study, conducted by six graduate students under the direction of the author, 42 superintendents were asked in personal interviews what they considered the best means of informing the people about their schools. To obtain uniform replies, each superintendent was given a list of ten methods for informing the people and asked to number his choice of the best three in order of importance.

In the same study, questionnaires were sent to the homes of a rather large sampling of parents in the 42 school systems in which these superintendents held office. Among the questions asked of parents was this: "From what source do you get most information about your school?"

In the overall tabulation of responses, there was complete agreement between superintendents (on "the best means of informing the people") and parents (on "the source from which they obtained most information about their schools"). Rated first by both groups was "the child," second came "letters and printed folders," and third, "newspapers."

The 42 superintendents participating in this study were selected by the lottery method from all superintendents of public schools in 19 counties in northwest Ohio, and thus constituted a random sampling from this area. They assisted in seeing that questionnaires were sent to the homes of a sampling of parents from their schools. A total of 3,112 parents completed and returned questionnaires.

It was expected that a majority of these parents would rate "my child" as the source from which they received most information about their schools. Superintendents in their responses gave general recognition to this fact, although they tended as a group to underrate pupils in this role. Only 17 of the superintendents rated pupils as the best means of informing the people about their schools; three rated pupils second best; and three rated them in third place.

Children tell parents

On the other hand, more than 53 percent of all parents answering the questionnaire checked "my child" as the source from which they obtained most information about their schools. It is possible that the interpretation of the word "best" may have influenced the superintendents in their replies, since most of them probably consider pupils to be unreliable reporters of school news. Replies might have been somewhat different had the superintendents been asked what they believed was the principal source from which parents obtained news about their schools.

Yet superintendents as a whole similarly underrated the importance of duplicated letters and printed materials in comparison with parent replies. Only 24 superintendents placed this item among the three most important (nine gave it first place; eight, second place; and seven, third place), while parents in 35 school systems rated the item among the three most important sources from which they obtained information about their schools. A majority of parents in two school systems checked the item as the best sourceahead of pupils! In 24 school systems the item ranked second, and in 11 other systems it ranked third.

Curious anomaly

While the overall tabulation of responses showed rather close agreement between parents and superintendents on the chief sources and means of school information, a breakdown of figures by school systems showed a different picture. Superintendents very often failed to gauge accurately the means by which parents obtained most information about their schools.

No attempt was made in this study to analyze the content of duplicated letters and printed folders which superintendents and principals had sent to the homes of their pupils. However, in the course of interviewing these superintendents, the research team members did accumulate about 50 samples of such materials.

The most noticeable feature of these materials was their lack of impressiveness, their relative scarcity and their wide variety. They ranged all the way from a half-page dittoed invitation to attend a meeting at the school to a four-page, nicely printed bulletin; but most of them were very poorly done from the standpoint of mechanical quality.

Mail "reaches" parents

This presented an anomalous situation in which parents ranked a relatively few, poorly duplicated letters and bulletins ahead of newspapers, or any other source except the child, as the means from which they received most information about their schools. Newspapers did follow closely in the ranking; but the number of newspapers published in the area is outstanding in contrast with the quality and quantity of materials produced by superintendents for parents.

Although less than half of the 42 school systems studied are located in communities with newspapers, there are approximately a hundred newspapers published in the entire geographical area in which the study was made. Of these, about one in five is a daily; the others are weeklies. Since they are well distributed over the area, no school is any great distance from a newspaper publication office.

Newspapers cover school news

The situation is all the more anomalous in that parents see, or believe they see, more stories concerning their schools than the number of duplicated letters and printed bulletins they receive from their schools. When asked how often they saw articles in the newspaper about the schools of their communities, 56.1 percent of the parents answering

the questionnaire checked "frequently" and 32.2 percent checked "once in a while." Yet in another question, in which they were asked how often the principal or superintendent sent them letters or printed or mimeographed information about their schools, only 22.4 percent checked "often" and 47.3 percent checked "once in a while."

Direct mail impact

Apparently, materials sent directly to the homes of pupils, although frequently of poor quality, carry a greater impact than do a larger number of news stories published in rather high quality newspapers.

That superintendents very often underrate the effectiveness of such materials is further revealed in their responses to two other questions. For example, a third of the superintendents in this study said that they channeled most information to parents through the newspapers rather than through duplicated letters and bulletins. In response to another question, only about half of them said they had distributed printed or mimeographed materials to the public within the past two years as a means of explaining and interpreting the schools to the public.

Action time

This study has made quite obvious the fact that many superintendents are failing to take advantage of a deep interest on the part of parents. The primary interest of parents in their schools lies in their children. Because of this, every parent has a special interest in the school his child is attending. As a result he will almost always read communications from that school rather carefully, without much regard for the manner in which the message is presented. It seems, that he usually finds something more personal in letters or bulletins mailed to him from the school or brought home by his child than he does in a news article about the school. With this in mind, superintendents know they now have another medium for telling their story to the public. What they must do, is use it to their best advantage.





A Librarian's Lament

Trained librarians want to do library work, not clerical work and other non-library school tasks

HAVE YOU CONSIDERED lately the work that should be done by a school librarian? What is being done in your library? There may be quite a discrepancy. What should the librarian do that requires special training?

Perhaps the answer could be put: she should secure, organize and distribute materials, books, magazines and pamphlets to interest the students and to supplement the work of every other department of the school; and she should furnish guidance in the use of these materials to both teachers and students. To choose materials wisely it is necessary for a librarian to read and compare innumerable reviews and to confer with faculty members regarding their needs. Then she should weigh the proposed purchases against what is already on the library shelves.

When a box of books arrives, invoices must be checked before bills are paid; and the price, date and source must be noted in each book and on a card. Then in preparing materials for use, the librarian must classify, catalog and stamp each separate item for identification, type cards and pockets, paste in date slips, letter or label the book, and shellac or fit it with plastic jackets. Many letters must be written for pamphlets and other material to supply the vertical file. Finally, magazines must be prepared for present use and stored for future reference. Only through

by ESTHER C. EMRICK

Miss Emrick is the librarian at Shaler High School, Glenshaw, Pennsylvania. these efforts can materials be made available and useful to students and faculty. Which of these tasks are professional and which are purely clerical?

Would it be a high estimate to say that at least 50 percent of your librarian's time is spent performing clerical duties? In that case, you, as administrators, are paying a teacher's salary for clerical duties-duties which must be performed before a book gets from the packing box to the shelf. How much of her time then can be spent for reading guidance? When will she give book talks to interest class groups in further reading? When will she work with students to discover their interests and help them satisfy their individual needs through reading? When will she help students with their reference problems or with their term papers? When will she make up those bibliographies-those lists of books and other materials that would tie in so well with units teachers are doing? Your librarian is trained to do these things and many more.

You may ask, "What about student help?" In any well run school library the student assistants are on hand. Well trained, they can perform many routine duties and make valuable contributions toward publicizing the library through bulletin boards, newspaper articles and recommendations for reading. As they come to understand more and more about the inner workings of a library, they develop a sense of responsibility

and a pride in their service to the school. They help make the library a lively and approachable place for other students. Because of schedules, however, their work is necessarily intermittent. One is fortunate to have the same student three periods in one week. They cannot possibly be trained to the point where they can do the work of an adult clerk who is on the job every day and can plan her work and carry it through. Furthermore, one of the clerk's duties is to supervise the student volunteers—this in itself is time consuming.

Every school administrator is and should be interested in getting the most for money spent. Is it not just as wasteful to ask a librarian to act as clerk as it would be to ask a doctor to roll bandages?

Is your librarian asked to watch a study hall? If so, count the period out as far as professional library duties are concerned.

Many librarians in our state of Pennsylvania are attempting to do all these things and find it most frustrating to make the library, in the face of many obstacles, the hub of the school. This situation may well help to account for the great shortage of and turn over among school librarians.

We are fortunate at Shaler High School in having the most cooperative and library-minded administrators: we have a clerk; we have no study halls. Under these conditions there is no more challenging or satisfying career than school librarianship.

The Responsibility of School Design

A synthesis of education's many components—curriculum, school organization and building design—will produce finer education for tomorrow's students

by CYRIL G. SARGENT

he key to good education is good teaching . . . Exceptional teachers are always at a premium . . . In concentrating attention on the problem of shortages of teachers we have neglected developing more effective ways of utilizing our available teaching personnel.

THIS QUOTATION FROM the Report of the National Manpower Council together with a host of other reports, headlines and editorials almost daily proclaim the increasingly central problem of American society-the growing shortage of technical and professional personnel. The schools have perhaps been among the first to feel this shortage partly because of the early inroads made when those who left for war service failed to return to the classrooms and partly as a result of the relatively low statussocial and economic-enjoyed (?) by the teaching profession generally. However we may view the causes of this shortage, and whatever steps we may take to overcome it, will at best only lessen the intensity of the crisis.

Moreover, the shortage is not in quantity alone. Quality of personnel is as much, if not more, of a concern. A lead article in the Boston Sunday Herald recently reported "Teacher Shortage in Area is in Quality not Quantity." In the increasingly keen competition for able

young people, public education is certainly not in a preferred position. It can continue to count on those who see in education a career satisfying some of the higher aspirations of service; but many more are finding other equally rewarding activities with better remuneration.

Among the many factors which confound us is that the teaching staffs of our schools are predominately composed of women. Since marriage will continue to deplete the ranks of these women teachers—who are marrying earlier and having larger families—some estimates have been advanced to suggest that by 1965 one out of every two classrooms in the country will be taught by "relatively green" personnel. This is perhaps an overstatement but it points up the size of the problem.

What are we doing to overcome the crisis? Too little, at present. We have one philanthropic effort which would appear to see the solution in terms of the master teacher and the teacher-aides. Somehow, however, this effort seems more like a demonstration to support pre-conceptions rooted in an aristocratic teaching tradition, than an experimental venture in the light both of contemporary learning theory and of the goals of education as expressed by the American people at the White House Conference. Yet we should not disparage this effort; it can help break the crust of custom. It represents one possible alternative to our all-too-frequent-way of arranging our organizational patterns so that on the secondary level the ablest, most mature teachers are in contact with the fewest pupils. They teach the advanced classes—math. IV, French III, senior elective history, etc. But on top of this, if they are really good we make them quasi-administrators.

Perhaps the first step in seeking more comprehensive solutions to the school staffing question is to state it in its broadest terms. A variety of alternative patterns and programs may then be developed experimentally and compared and judged for their strength in contributing to the resolution of our central problem: how can we best relate adults to children in formal learning situations to maximize learning—assuming a range of professional skills in the adults and a range of individual needs among the children. Such a question is of course not in a rigorous form for experimentation. but it suggests some cues leading to further sub-questions. These questions would seek to postulate a variety of ways to classify adults-according to numbers and skills-with a corresponding range of ways to group the pupils-also by number, grade level, spheres of activity, achievement, and programs of study. Only by a bold and comprehensive look at this question of relating adults and children for formal learning can we hope to solve the problem of meeting the need for better programs

Dr. Sargent is a professor of education and the director of the Center for Field Studies at the Harvard University Graduate School of Education.

of education—with the personnel resources we may reasonably be expected to command.

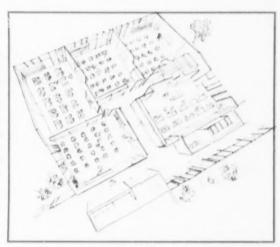
The staff of the Center for Field Studies at the Harvard Graduate School of Education has long been interested in this question. It arises centrally in terms of the question of class size, and in many of its studies, the Center must make recommendations regarding buildings, programs and personnel policies. A review of the research on class size shows disappointingly little of a definitive nature. Some studies even suggest that in terms of content learning. larger class sizes under certain conditions of sub-grouping are concomitants of higher achievement. If we are not entirely sure that the present ratio is absolutely correct, should we limit our thinking about the question by continuing to ask how many pupils to each teacher? Perhaps the "one-teacher with 'x' pupils' formula of conceiving the basic unit in educational organization is our "sound barrier."

Starting from the viewpoint of an architect, William Caudill was apparently trying to break through this same restriction in his Architectural Forum article of March, 1954. This article showed sketches where the single elementary classroom was not the basic building block. It made sense, and it coincided with the questions we had been asking. If the single classroom was not necessarily the basic unit of design perhaps the sin-

gle teacher in her "self-contained" classroom was not the basic instructional unit. With such a concept, a group of adults might function as a team of teachers in order to relate their attention and activities to a wide range of flexible patterns to meet the needs of the children. Should we think of a school as a kind of environment planned both in physical design and human organization to maximize opportunities for learning through the interaction of adults and a group (much larger but involving flexible sub-groupings) of children. This plan offers great variety. The pupils might meet in large groups with different teachers or they might work in small groups on many activities with teachers working with each



Core plan maximizes learning opportunities since it makes possible a traditional program (at right) and yet provides an excellent physical design for program flexibility and staff utilization (at left).





group, thus relating her skill to the activities of the group. By using a team approach, all the children will benefit from the experience and maturity of the superior teacher and at the same time, the young, inexperienced teacher or part-time recruit from the community would grow in skill and ability as a team member.

The team idea could make use of community resources now largely ignored. On examination of the composition of the adult community one sees the emergence of a potential source of personnel in the increasing numbers of older people who have completed their child-rearing responsibilities and might well be enticed into the school on a part-time basis at least. Such persons could bring insight and understanding to teaching, and, teamed with the other members, they could contribute effectively to the total learning process.

The idea offers possibilities on both the elementary and the secondary levels. On the secondary level the problem of curriculum reorganization has been a continuing and growing concern although specialization of knowledge appears to make solution-finding a more complex task than in the elementary school. Yet it also might be more promising.

Increased specialization

Surely one of the contemporary problems of our society lies in the increasing "fractionalization" or specialization of knowledge. The problem of synthesis or relatedness would seem to be at the root of both the current concern about the education of scientists and the various proposals for general education. Numerous attempts have been and are being made in this direction on the secondary level in terms of the "core" curriculum. In broadening this concept of subject matter reorganization still further and organizing a team of teachers with both continuous and intermittent membership, developments in this direction may become more effective. But even without radical curriculum content revision, the team of teachers approach seems to offer the possibility of adding strength and depth to orthodox programs.

Thinking about the numerous possibilities which stem from this concept one might almost wonder why so little has been done along these lines. One reason is perhaps that schools have simply not been designed with this intent. You cannot put new wine of this kind into the old single classroom bottle.

A new school with the new idea

Still in the planning stage, there is one illustration of what can be done in terms of curriculum school organization and building design—this can be found in a study of one of Connecticut's new regional high school districts (Region No. 8 Andover, Hebron, Marlboro). In thinking through issues and trends in both program and personnel utilization, the board adopted preliminary educational specifications, which included the following excerpts of interest to other planners:

"Regional District No. 8 has an unusual opportunity. Not only are we building a new building for six years of school life for the children of our communities but we are also selecting a staff and administrator who will all be new to us and to each other..."

"Such a setting imposes not only opportunity but more importantly a heavy responsibility, for we would not be different for the sake of being different and we shall submit all proposals to close scrutiny..."

"We expect our pupils to learn in the course of their schooling here to become increasingly self-reliant and self-disciplined—one of the marks of an educated man and citizen in a democratic society. The building or buildings should incorporate in them this confidence in the ability of children to accept increasingly the responsibilities and freedoms. . ."

"We suspect that increasingly the importance of the problem of relating knowledge will be recognized and given attention in planning curriculum content. Specialization and analysis means the tendency to isolate. In the future the emphasis may be on integration or synthesis. Boundary lines which have been

drawn between knowledge specializations-artificial artifacts of the human mind-will be more and more broken down in an attempt to help the pupil form his own organization of knowledge and his own understanding of himself. Subject matter specialization will be balanced by relational emphasis. This implies something other than one teacher in his or her isolated classroom cell. It implies a team of pupils and teachers working together in the future. Conceivably if such is the case, somewhat larger groups might break up into smaller work groups for certain activities which today are proscribed by the limitations of the one classroom-one teacher concept and design. Yet the pupils will still require the specialist and the more talented will wish to pursue their study . . . with teacher-specialists. . . "

Louis Drakos of West Hartford was selected to translate these and more detailed statements into a building. We feel that the resulting solution not only makes possible the operation of a traditional program but provides an excellent physical design for program development and staff utilization. Pupils can work in large or small groups. The space dividers provide flexibility for various combinations of pupil and staff groupings, and a team of teachers can coordinate their work. Face-toface relationship among members of the team are possible as are opportunities for small group planning and committee work.

Benefits overshadow problems

With any such approach of course will come problems. In a real sense Larry Perkins' comment about the Chinese symbol for "confusion" is perhaps appropriate-two women in the same room! To be sure any such plan will demand mature, emotionally secure and stable persons as teachers. But the variety and richness of new patterns clearly possible with the breaking of the sound barrier of the single teacher's voice, within the four walls of a classroom, may help adults as well as children to grow. Should children be offered anything less?

To understand John Dewey as an educator, he must first be understood as a philosopher. As a philosopher, it is his belief in action which must be understood before all else. To Dewey, philosophy meant the solution of problems, especially the social problems brought up by everyday experience in the world of practical affairs. He urged that the major tasks of philosophy lay in that world, and that philosophy's most valuable instrument was education.

To get philosophy into action and action into philosophy, Dewey took onto himself the demonstration that the supposed distinctions between thinking and acting were themselves a kind of philosophy born out of conditions which were rapidly disappearing. The chief of these conditions

he also felt there were reasons why these implications were being ignored!

Of all the realms considered beyond human intervention, that of thought had been most zealously guarded against such encroachment. The earliest men had appointed priests to safeguard thinking as a special area because it was believed that they had an exclusive avenue to the gods, the sole authors of truth. Ordinary people worked; the priests thought; and somehow the harshness of life made sense against a background of faith that attributed permanency to all the hardship.

But, such a division of realms came under attack almost as soon as it was fashioned. The attack was not deliberate, but perhaps for this reason, it was even more telling. It of this law and order. They called this reason "wisdom."

With the birth of wisdom came the birth of organized education. A class of thinkers was now to be bred through a process of intellectual competition and selection, a class dedicated to contemplating the eternal truths. Thus, education served society by producing its leaders, and the Greeks willed their successors a heritage of reason, though it was hampered by many assumptions about what it would discover and by rules on the right to exercise it.

Compromise could lead only to further compromise, because men extended their control over nature. This opened the way to further questioning of closed assumptions. The measured portions of reason which the Greeks had introduced threatened, after a time, to grow beyond the bounds originally set.

When science began to strike new blows at the traditional concepts of the universe, in the later Middle Ages, reason was faced with its greatest challenges. The Newtonian "laws," although they did not convincingly account for organic growth, were absorbed into the compromise, and the immutable principles still seemed to be safe. But, by the eighteenth century, reason was reaching the limits of its expansibility. With Kant and others, the feeling began to grow that reason not only "discovered" truth, but that it actually helped shape and fashion truth; the mind was no longer a spectator to cosmic drama-it was one of the players.

With Charles Darwin, many of the remaining walls went down. Darwin's work was a flowering of scientific inquiry; in 1859, Darwin announced findings which seemed to lead to three conclusions fraught with dramatic consequences: First, the universe was riddled with chance. Mutations occurred by chance, by accident. Second, there was interaction, as nature selected some mutations for survival, rejected others. Third, there was evolution, as all things moved and changed constantly, without beginning or end.

Chance, interaction and evolution left very few of the immutable, uni-

John Dewey— The Pragmatic Protagonist

by GERALD L. STEIBEL
Assistant Chief of the Information
Department, Radio Free Europe.

was material insecurity in the face of the forces of nature. In this struggle, whole areas of knowledge had been classed as mysteries. To explain these mysteries, men believed in a realm of affairs outside of their power to control or even to know. This belief accounted for what otherwise might have been an intolerable state of affairs and thus man lived in a relatively powerless situation.

But the mysteries had at last begun to yield to control; experience itself was demonstrating that there were few forces which could not be brought under human ministration, although all of the mysteries had not yet been tackled. Dewey felt that he was only pointing to the obvious, but that it was the *implications* of the obvious that were being ignored. And grew slowly out of experience itself, as human hands began gradually to unravel some of the things previously assigned to mystery. Rivers were tamed, land made to yield sustenance and machines invented to multiply; human ingenuity was never a serious rival to faith in gods and priests.

The Greeks dealt with the dilemma by compromise. They brought human reason into the picture as a full-fledged instrument but, because man was still remote from extensive control over nature, they perpetuated the distinction between thought and work. Like those before them, they elevated thinking at the expense of practical work. They sophisticated the universe, making of it a thing of law and order, and postulated that reason would be able to comprehend some

versal constants. Something new was indicated. Dewey, growing up as a Hegelian, intellectually refused to see inevitable strife and conflict as the answer. Leaving Hegel, he turned to a group of Harvard figures who called themselves the "Metaphysical Club" which included Oliver Wendell Holmes, John Fiske, Chauncey Wright, Charles Peirce and Dewey's close associate, William James. These men applied Darwinian concepts to mathematics, science, law, history and psychology in different ways, but they all agreed that it was human experience and the tests it provided that determined how truth would be established. They called their general method "pragmatism" (with some demurring from Peirce, who disagreed with James' emphasis upon feeling and emotion as one of the primary tests).

The evolution of . . .

Pragmatism as a method of working out truth was only a starting point for Dewey. With it he blended a New England humanitarianism, reinforced by his work at Chicago's Hull House, and a social criticism which owed much to the ideas of Thorstein Veblen. Dewey saw in Veblen's "invidious distinctions" between usefulness and waste the distinction between thinking and work which he was anxious to break down. He also found here the argument that these distinctions were being perpetuated by the classes which profited from them through the privileges which the distinctions conferred. Finally, his work in social psychology and the influence of groups in developing personality, in association with George Mead, provided the basis for his belief in social action.

What emerged was a new concept of the universe, closely tied with a new concept of man. The universe was open and unfinished; man finished it with his acts of problem solution. Each solution however opened the way to new problems since the process of testing and retesting went on endlessly. Thus man acquired knowledge of the universe as he subjected the universe to his experience, and, at the same time

he helped remake the universe itself.

Obviously, this was a new kind of man-a bundle of capacities. The development of these capacities provided education with its basic challenge, because education had now to shift from preparing people for an established way of life to preparing them for a life full of doubt and change. Rather than try to eradicate doubt through assurances from the keepers of mysteries. Dewey said that man had committed himself to work out the doubts. To achieve success, man had now to draw exclusively upon his own resources, his experience and his abilities to organize that experience. This process Dewey called "intelligence," which he claimed, "becomes ours in the degree in which we use it and accept responsibility for consequences."

Man could meet these challenges, Dewey was confident, provided he learned the method of science—the freedom from dogma and the desire to experiment, and to make mistakes, in order to find out what would work. Science had proven that, given freedom, it could solve problems. Now, said Dewey, we had to bring that freedom into the areas of social action.

. . . modern education's . . .

That this was a radical philosophy he made no attempt to disguise. He was out to destroy ancient beliefs about everything from the universe to the content of the school curriculum. In place of these beliefs he offered only challenge: the challenge of man standing entirely upon his own capabilities, the challenge of living with doubt but of working out solutions within that doubt to whatever degree proven possible. No wonder that Charles Beard called him "My friend, the quiet one, who looks like your Milquetoast uncle and is busy undermining the whole world of the nineteenth century."

Those who offer challenge in place of certainty should expect no easy time. Dewey disturbed many who were baffled by his dictum that the aim of education is more education, the end, growth, more growth. He disturbed those who believed that ordinary people could not be entrusted with the task of deciding where they wanted to stand in the universe and in society. Above all, he disturbed those who did not want to abandon a universe which had a purpose above man's own will. All of the fears which had arisen out of the demonstrated power of science descended upon him when he spoke out for more, not less, science.

. . . revolutionary thinker

To all of these he responded: what choice have you? You have liberated man by putting machines into his hand, and you have strengthened that hand by teaching it the once forbidden arts of learning. Can you stop that hand at the line you have drawn shutting out whole areas of life? The alternative is not some pleasant Greek type elite exercising its responsibility for good governing, but the mis-application of the liberated energies through control by much less responsible rulers. You may insist that the universe cannot be altered, but you go on altering nonetheless, and unless you plan that altering, it may turn out disastrously. You may want to keep men in darkness, but at the same time you stimulate them through highly pungent media of communication, and, in effect, educate them; but how do you want that education to proceed.

No, he concluded, you can only go on to turn out reliable people and to base that reliability upon method. The individual should be forced to stand on his past record of doing so that he will be responsible in future acts. Democracy has grown out of experience because constant test and retest has led in that direction. Accept it, embrace it and improve that method, and the ancient problems will fall into place again. The universe will be "closed" with each problem resolved, its "laws" once again revealed. The "classics" will survive, and more strongly than ever, because they will serve as a well of man's experience. And the schools will serve the purpose they have always been intended to serve: to provide the citizens needed by the society which establishes them,

A Salary Schedule That Figures



Easton, Connecticut's salary schedule based on percentages makes each year's budgeting task simple and sound

by WILLIAM H. JAMES

Dr. James is the superintendent of the Easton, Connecticut Schools.

Few of ts in Easton, Connecticut, have given much thought to the idea that our salary schedule may be unique. However, a recent letter from a superintendent in the State of New York indicated that our salary schedule, which is based on a series of percentages related to the minimum salary, to the best of his knowledge was the only salary schedule of its kind in the nation. He wanted to know how our salary schedule functioned. Other educators and boards of education may be equally interested.

Mr. Irving Sartorius, a member of the Easton Board of Education since November, 1949, and Chairman of the Board of Education during the years 1952 and 1953, originally proposed this type of salary schedule. This proposal in 1950 was an attempt to reduce the amount of time which was customarily given each year to the discussion of new salary schedules with changes in the minimum salary, maximum salary and the number of increments. Reasoning that if it were possible to establish a seemingly reasonable or logical rela-

tionship between the minimum and maximum, and between teachers at various stages of their professional experience, then a salary schedule based on percentages would maintain the same relationship, regardless of the minimum salary, as long as the percentages remained unchanged.

After considerable discussion, the Easton Board of Education adopted this type of salary schedule to become effective for the school year 1951-52. The minimum salary was defined as the salary which the superintendent recommended and the board of education approved as the salary necessary for obtaining a well qualified beginning teacher with a Bachelor's Degree. It was originally decided that there should be 16 "steps" consisting of four increments of 6% of the minimum; four increments of 5% of the minimum; seven increments of 4% of the minimum: and a final step of 3% of the minimum. This resulted in a salary schedule in which the maximum was 175% of the minimum salary.

It was further decided that the

minimum salary for a person with a Master's Degree should be \$200 higher than the minimum salary for the Bachelor's Degree person.

It is probable that people in different communities would come to varying conclusions concerning the amount of the minimum, the proper relationship of the maximum to the minimum, the number of "steps" to be considered, and the relationship of the salary on the Master's Degree level to the salary on the Bachelor's Degree level. Whatever the decisions, these can be translated into percentages based on a specified minimum. Then, as the minimum changes, as long as the same percentages and the same number of steps continue to be used, the same comparable relationship will remain.

There have been times naturally, when a change in the percentages has been considered. It was noted, for instance, that while the minimum salary for a person with a Bachelor's Degree had risen from \$2600 to \$3400, a change of \$800 in the mini-

mum salary, the maximum salary had risen from \$4550 to \$5950, a change of \$1400 in the maximum salary. It was realized, of course, that this type of change tended to reward those teachers who had remained on the staff.

This last year, thought was given to the development of salary incentives related to in-service and professional improvement programs. Since these were not subjects which could be discussed and concluded quickly, it was decided that the minimum would be increased for the school year 1956-1957 but that the maximum would not be increased comparably. As a result, the same percentages were maintained but only fourteen "steps" were considered. On this basis, most teachers received increases of approximately \$425.

The future trend in salary schedules is a matter of conjecture. It seems feasible to conform to the trend with a schedule based on percentages. Such a schedule, naturally, is no more rigid than any other type

of schedule. Our brief experience with this type of schedule, however, indicates that it has many merits which are worth considering.

The present salary schedule which prevails is as follows:

No. Years Experience	Percent of Min. Salary	1956-57 BA Deg.	1956-57 MA Deg.
0	100%	\$3600	\$3800
1	106%	3816	4028
2	112%	4032	4256
3	118%	4248	4484
4	124%	4464	4712
5	129%	4644	4902
6	134%	4824	5092
7	139%	5004	5282
8	144%	5184	5472
9	148%	5328	5624
10	152%	5472	5776
11	156%	5616	5928
12	160%	5760	6080
13	164%	5904	6248
14	168%	6048	6384

Basically, the schedule has seemed quite simple to administer. Each year a decision has been made concerning the minimum salary and most other aspects of the salary schedule have seemed to function in an equitable manner for all teachers.

The School Under An Umbrella

See story at right



The School Under An Umbrella

is a perfect answer to several perplexing problems.

At LIBERTY, TEXAS, there is a school built under an umbrella. Classrooms rest in the shade under a completely separated umbrella-type roof. What are the reasons for this unique school. Ask the planners.

First, hear what Architect Wallie Scott, partner of the firm of Caudill, Rowlett, Scott and Associates has to say. "It doesn't appear so unique to us. It simply represents a few logi-

This is the second of a series of articles on interesting schools designed by Architects Caudill, Rowlett, Scott Associates, of Bryan, Texas, that will appear in this magazine in the next few months.

cal solutions to some problems. For example, Liberty is situated in a hot, humid area which demands some sort of architectural protection from the sun and rain. The umbrella idea seemed to us a very natural and logical solution to the comfort problem."

Now, let's hear from Superintendent Gerald Barber. "Our San Jacinto Elementary School is a composite of many solutions resulting from a problem-solving approach. A thorough study by our architects-educators team brought out the fact that learning and comfort are interrelated." Barber points out that in Liberty, a small community near

Houston, learning experiences quite often can best take place in the air stream of the cool Gulf breeze, provided such activities are in the shade and provided there is some sort of shelter from the intermittent showers. "Not only classroom activities can sometimes best be conducted under our umbrella, but also we are finding the conditioned out-of-doors offers a highly desirable environment for group dining and assemblies. In our area we do a lot of outdoor living."

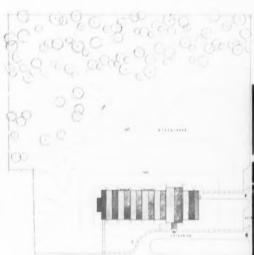
The planners from the very start set up these design premises:

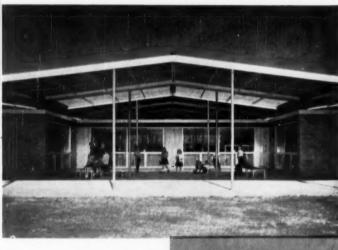
1. that the locale offer outdoor



Architects and educators alike think the umbrella roof best satisfies Liberty, Texas' hot, humid climate needs and curriculum requirements.







The sheltered court provides a pleasant play area for children in sunny or rainy weather.

teaching possibilities.

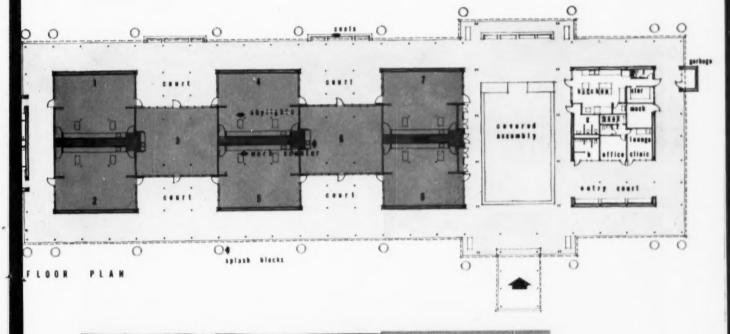
- 2. that open air corridors are not only feasible, but economical.
- that long rows of classrooms can become monotonously institutional.
- that decentralization can take the sting out of mass eating.
- that true economy can result from a careful grouping of compatible educational spaces.
- that the school plant should provide a colorful, pleasant environment—about the nicest place in the community for boys and girls to work and live.

The new Liberty school has been in operation a year and already an addition is being made. Will the umbrella idea be repeated? "Sure," say the planners. "Until the folks in Liberty start going around in plastic, air-conditioned space suits, the umbrella is here to stay."



Covered courts permit many outdoor curriculum activities.

The floor plan of the San Jacinto Elementary School.





Photographs By: Ulric Meisel-Dalla

At left students have bright, open classrooms looking out on enclosed courts.

Below: view of classroom from enclosed court.



The School Under An Umbrella

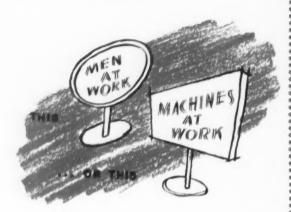


This view of the San Jacinto school clearly shows its broad, umbrella-type roof which permits free circulation of air between it and the classroom roofs, the enclosed play areas and the covered outdoor corridor.

planning section

Automation and America's Cultural Future

esy: The Texas



What is automation?

Machines take over men's routine jobs.

How is it accomplished?

Routine jobs are programmed and machines, not men, follow sequential operations.

What does automation mean in dollars and cents?

Machines do a better job at lower cost.

What are competitors doing?

Many are taking full advantage of automation to advance their industry position and profits.

How far away is it?

It isn't, it's here.

What should I do next?

Investigate and take advantage of automation wherever feasible to improve profit ratios.

What will its social and economic effects be?

It will upgrade the workman and produce more goods for more people at lower cost with free time dividends for everyone.

Courtesy: Automation Magazine

AUTOMATION and AMERICA'S CULTURAL FUTURE

When Robert W. Bolz, the young editor of Automation magazine showed the color movie "This is Automation" to a crowded general session of the National Conference of Professors of Educational Administration, it portrayed better than words the meaning of that celebrated production technology. To the assembled professors who, in the tradition of nine previous annual conferences, were studying issues of major significance to education, it was an ideal kick-off for an intensive three-day examination of the implications automation holds for educational administration.

If many of the delegates at the start of the conference had only a hazy notion of the meaning of automation, all of them had seen its effects on every level of education. Pressures on the curriculum to include more mathematics and science, and pressures on vocational guidance to urge more youngsters into technical careers were but two examples of these effects. It was, however, an awareness of the great, rumbling economic and social changes taking place in our society (of which automation is only a symbol) that led the conference to undertake its study.

Robert Bolz was one of three consultants to the conference on various ramifications of automation. Bolz's task was to define automation. Herman Limberg, senior management consultant, Division of Administration, Office of the Mayor, New York City, and a long-time student of management problems in public administration, was asked to explain the implications of automation for public administration. John H. Fischer, superintendent of public instruction, Baltimore, Maryland, was asked to interpret the meaning of automation for education. The consultants each submitted to the conference a paper which appears in condensed version in this section.

On the second day of the conference, after having assimilated the work of the consultants, the delegates held a panel discussion to clarify the meaning of automation for educational administration. A condensation of statements of the panel members is found in the following pages.

To stimulate thinking about automation and to lay a foundation for research into its implications for education, the conference spent two days in small "think groups" formulating statements upon which the majority of the members could agree. These ideas were pulled together into the 33 "We Believe" statements which make up the latter part of this section.

^{*(}General Electric Co., Apparatus Sales Division, Section 6-210, Schenectady 5, N.Y., on loan or sales basis) 25 minutes, 16mm, sound, full-color

An American Epoch

by R. W. BOLZ

A FEW YEARS BACK, it was commonplace to accord the word automation fantastic science-fiction attributes. Having survived the onslaught of fiction writers, the real character of automation which has been emerging rapidly in recent years is almost prosaic in comparison—actually to some it is disappointing. But, nevertheless, its accomplishment, applications and opportunities are truly breathtaking.

Many people wonder what it really is! Automation implies continuous or cyclic arrangement for manufacturing, processing or performing services as automatically as economic conditions permit or dictate. Its accomplishment rests upon several important developments: (1) principles of mass production; (2) mechanization; and (3) power and control equipment.

Automation evolution

There have been several major steps in the evolution of production techniques from their earliest form. All these steps or forms are still on the industrial scene today.

Early work toward meeting production demands and product quality was in the mechanization of heavy labor duties—the transfer of back-breaking efforts to mechanical devices and ultimately to machines.

In the next major step, automatic operation of a machine took place. Here, several closely related operations were arranged to take place automatically in sequence using a single machine.

Finally a number of machines were linked together with automatic devices for feeding the material and controlling its condition as it passed from machine to machine, step to step, process to process. Automation can involve a few separate operations or all operations from raw materials to finished product.

Types of automatic systems

Whenever two or more automatic machines are tied together with overriding automatic controls to create a self-feeding, self-initiating and self-checking progressive production process, an automated system is created.

It is possible to create an automatic batch system or an automatic continuous system. (Economy dictates which is used). Also, automation systems may be set up with

EDITOR'S NOTE

For a complete statement of the discussions, a bulletin is being issued by the National Conference of Professors of Educational Administration. Copies may be obtained from the Bureau of Publications, Teachers College, Columbia University, New York, N.Y. end-control or in-process control. With end-control, processing is completed before testing, checking or gauging is done. Where precision output is necessary, in-process control is desirable for economic reasons. Chemical and other processing operations (as an example of in-process control) are under continuous sensing and measuring instrument control, and necessary corrections are fed back to the equipment continuously.

Automation is here today

Automation to some degree can be found almost anywhere, from producing shovel handles to warehousing products. And the results are always similar—better products and distribution at lower unit costs.

There are consumer product plants turning out appliances at rates as high as one every 30 seconds using hundreds of machines and miles of conveyors. One paper mill produces 500 miles of facial tissues daily on a continuous automatically controlled line. Use of full automation will see the success of the Taconite process for recovering high purity iron from low-grade ores in our relatively depleted reserves. Telephone drop wire is produced on a round-the-clock basis to the tune of 13/4 billion feet a year.

Through the use of punched tape, paperwork in widespread groups of plants is closely coordinated. Sales data, office data and shop orders come from the same master tapes, eliminating error and lost time. Today, there are machine tools which follow instructions punched into a tape or recorded by similar coding marks on a photographic film or magnetic tape. For airplane wing structures a machine reads a tape to drill holes, select rivets, place and drive (them) under precisely controlled conditions.

In warehousing, packages are carried into storage, delivered into specific areas, passed between floors, drawn out and fed to delivery stations all under the control of switches, relays, electric eyes and other control devices.

What stimulates automation?

... The main reasons that create the need to automate (are) (1) to meet a mass market demand or (2) to make possible a product that can be merchandised at an acceptable price, regardless of quantity.

As cost of raw materials rises along with wages only one end result can create an increased living standard. Commodity prices must hold the line or rise at a lesser rate than wages. To make this possible, production costs must be cut. In seeking to create higher quality products for lowest possible unit costs, automation offers most dramatic returns.

To achieve these phenomenal results, a great change

has taken place in cost of production tools. In the oil industry, a typical plant invests some \$77,000 in tools for each worker. In the chemical industry the average investment per worker in 1954 amounted to \$26,665 . . . A typical 1944 (manufacturing) plant used about $4\frac{1}{4}$ horsepower of driven machinery per man . . . ; today, automated plants using up to 100 hp per worker are being developed. . .

How about automation and jobs?

(Machinery) displaces some people, of course. Witness the blacksmith, for example. But it opens new jobs in operating the equipment, servicing it, helping design and build it and selling its product, as well as developing utterly new industries.

Automation has advantages. Since 1930, production of machinery has increased about fourfold. So has our gross national product. Working hours have gone down, but twice the number of people are working in industry at triple the average pay while, relatively, prices of goods (in terms of wages) have held fairly steady. In addition, laboring jobs have seen a steady decline while skilled and semi-skilled jobs have increased sharply.

The problem of education

Another important aspect concerns the rising level of education today. Professors Baldwin and Shultz of M.I.T. made this fact clear in a recent paper. They stated:

"We are entitled to a cautious hope that automation may afford a partial answer to those who look at the rising education levels in this country and ask, 'What are people going to do with all that education when they find themselves on the dull and routine jobs of American Industry?' Mechanization may indeed have created many dull and routine jobs—but automation is not an extension but a reversal of this trend: it promises to cut out just that kind of job and to create others of higher skill."

The market demand

Perhaps the question has come to mind—will we end up with too great a production capacity? Dr. Gordon W. McKinley points out that to fulfill (the needs of a rapidly growing population), our production capacity must increase 50 percent by 1965.

The long range impact?

Once . . . (an automated) line is installed, business management faces the relentless demand of economics to keep the line in operation. Automation creates the necessity for producing at a relatively continuous pace without big ups and downs. It . . . leads in the direction of leveling out the production and economic cycles.

Properly implemented (automation) can help continue the steady rise in our living standards.

AUTOMATION

Implications For Public Administration

by HERMAN LIMBERG

THE PUBLIC CLAMOR and fanfare which have proclaimed the eruption of the "Second Industrial Revolution" have not yet enveloped the operations of government. (Nevertheless) the government's approach to an appraisal of the ramifications of automation has been developing under the pressures inherent in democracy and progress.

(There are) external pressures (which) seek prevention and solution to economic and social problems created by industrial and commercial applications of automation. Internal pressures stem from problems involved in applying automation to the administration and operations of governmental agencies.

External implications

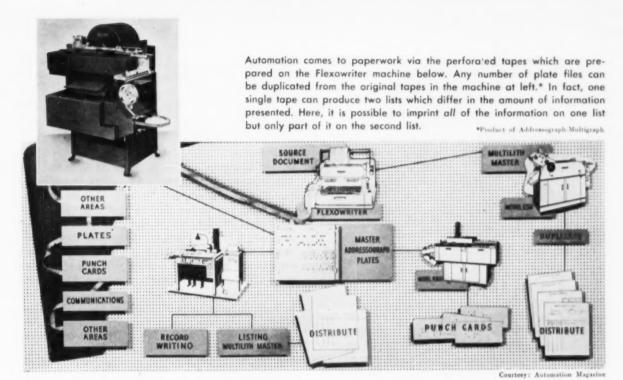
Most important and complex are the problems which pertain to the worker. Among these are the possibility and extent of displacement and unemployment, the need for training for upgraded skills and newly created jobs, shift of employment opportunities, reduction in the work week, and the effects on the health and welfare of the worker. To a large extent the effects of displacement will be offset by the creation of new jobs. Despite gains made in automation (there is still a shortage of workers in certain technical fields). (Also), more salesmen will be needed to dispose of increased output.

Training programs will be required to prepare workers to fulfill new job responsibilities. Narrow, specialized training may prove to be a handicap for future job requirements. The shortage of engineers and scientists presents a problem, and the recruiting and training of teachers in these subjects also requires attention.

It may become necessary to find new job opportunities for the physically handicapped. Workers too old to adjust to new jobs may be forced into retirement before they reach age 65.

Automation may open up new vistas in industrial medicine. Reduction in accidents and chronic diseases is foreseen. A shorter working day, however, will necessitate greater emphasis on health maintenance programs, including home safety, health education and counseling. Automated industry should be concerned with the effects of mental and emotional stress on its workers.

From (these) observations, several implications for



public administration may be deduced. The need for review of social security and unemployment insurance becomes obvious. Free placement services may require expansion. The sufficiency of government subsidized and operated training facilities should be studied. Governmental mediation services may face reorientation.

Increase in leisure time will create demands for expansion of public recreational facilities. Public health, welfare and educational progress may need enlargement.

The conversion, movement and relocation of automated factories and offices will affect the planning and regulatory functions of . . . local governments. Continuing governmental studies of purchasing power, price trends, expansion or contraction of markets, shifts in the scale of consumer preferences, and the results of the introduction of new products and services not available or possible before automation (are necessary). And governmental programs for assisting small business may require augmentation to finance and counsel new and expanding enterprises, and existing companies facing bankruptcy or failure.

Internal implications

The key to successful application of automation is adequate planning which entails thorough study and analysis of all its aspects. (A number of areas should be probed, but this paper will deal with six:) (1) applications, (2) systems and procedures, (3) organizations, (4) personnel, (5) costs vs. savings, and (6) approach.

Applications

(Because of the nature of most governmental activities) integrated data processing offers the most extensive potential . . .

Accounting applications (of electronic computers in data processing) include payroll, billing and accounts

receivable, disbursements and accounts payable. (Consideration is being given to) the feasibility of preparing budgets, tax assessing and collection, and appropriation accounting on computers. Procurement, inventory, production scheduling and control applications are in the planning stage or in operation in a number of governmental agencies. Electronic document handling (processing, sorting, and delivery of records and authorizations) is currently being studied. . . . The Army Map Service, the Atomic Energy Commission, the Bureau of Public Roads, and the Weather Bureau use computers (for scientific and engineering analysis). Management planning and reporting applications involve the processing of various types of interrelated data to aid management in developing forecasts and making basic decisions. (In the same sense, coordination of inter-governmental activities could be made more effective through integrated processing of data of common interest).

Systems and procedures

A complete analysis (must be made) of systems and procedures for essentiality and logical sequence (before) determining the advisability of a changeover to integrated data processing, because the elimination of only one step may save hours of complex programming and expensive machine time.

Organisation

Since the new technique will, in many instances, cut across and obscure existing departmental lines, it may become necessary to revise the division of functional assignments, and to eliminate some departments and create others. The high speed of automated operations will (require a fast-moving organization). (At the same time), the centralization of data processing facilities (combined with their inflexible nature) will call for more and more decentralization of decision making.



Punched tapes almost entirely automatize clerical

Personnel

The most challenging aspects of automation will be a human rather than the mechanical. Recognizing this, the Sub-Committee of the Joint Congressional Committee on the Economic Report . . . states that "when in the interests of economy and efficiency, the federal government finds it necessary to displace faithful employees, it must be a model employer in handling problems such as retraining, reassignments, and severance allowances." This principle may serve as a guide for state and local government, too.

Costs vs. savings

Careful and detailed cost studies and projections of possible savings should be made before decisions are reached to change over to integrated data processing.

(Cost estimates should include the following): expenditures for equipment; costs involved in the analysis, planning and development which must precede installation of new systems; recruitment and training of personnel; and operating costs.

Projections of savings should encompass intangible as well as tangible results. Although reductions in labor costs will be substantial, savings resulting from improved quality of product, greater productivity, and faster and more efficient planning (will be the most promising).

Many of the answers to questions of costs and savings can be found only when the new system is in full operation.

Approach

. . . Integration and coordination should be the guiding principle of the approach to the new technology. A top level committee should be designed to study overall aspects of automation, and develop basic philosophy, principles, objectives, and yardsticks upon which change-over decisions should be made. Departmental committees should be set up to study the implications of automation within individual departments. Top level coordination and inter-departmental cooperation will greatly facilitate (the planning).

The ultimate product of the planning committees uld be a master plan in which all feasible and justime applications would be blended into an overall, ted management control system.



AUTOMATION

IMPLICATIONS FOR SCHOOLS

by JOHN H. FISCHER

HE GROWING USE of servo-mechanisms and computers in industry and the consequent reduction in man hours required per unit of output are closely related to education at a number of points. Best known of these relationships . . . is the current shortage of scientific and technical manpower. Less well-publicized is the steady decline in the need for unskilled and low skilled workers. (Another) . . . has been the increase in the amount of leisure time at the disposal of the worker and his family which has worked subtle but profound changes in family life. Leisure and the general elevation of

living standards have caused a heightened demand for recreation and services of various kinds.

A possible effect of automation upon schools, centers about the problem of technological change and the resulting dislocation of employees. In the long run, conversion to automatic operation may be expected to yield more jobs and a higher general standard of living; for the short run... many workers are likely to be displaced for varying periods of time. Some of these people will have to develop new skills or upgrade their old ones. That the schools will be called upon for some part of this task seems inevitable.

While the timing and intensity of the impact of these economic changes will vary, sooner or later they will affect the formation of basic policy, the nature of the instructional program, the professional development of teachers, the patterns by which schools are organized and administered, the ways they are financed, and at every point, their relationship to society in general and to the people of the school district in particular.

Basic policy formation

If fundamental educational policy (is) to be well conceived and soundly based, those who make that policy—local boards, state authorities, and in increasing degree, national agencies—will need the soundest possible data upon which to do their planning. To support more rapid policy adjustment, school authorities must have better sources of data and better access to those sources than now exists. Key leaders will have to be well prepared for the function of finding, interpreting, communicating and using information in a wide variety of fields.

Data will not be enough. Many decisions involved in school policy are based less on concrete fact than on informed and experienced judgment. The specialized problems related to automation are chiefly within the purview of the industrialist, the labor leader, the economist, the sociologist. It is reasonable to assume therefore that school boards and professional schoolmen will profit from discussion of these matters with such experts.

The program of instruction

Whatever new forces or conditions the schools will have to face, . . . children will still need to master the basic skills. . . They will require an understanding of history and geography. An acquaintance with the physical and biological sciences and skill in systematically applying data and thought to the solution of problems will lose none of their present value. The need to understand quantitative relationships and to have a facility in working with numerical ideas will assure mathematics a continuing place in the curriculum. Preparation for healthful living, sharpening aesthetic sensitivity, some awareness of the so-called practical arts, including homemaking, will be desirable in the new era as now. But the ways people use their time and some of the specific competencies required of them are certain to change. Traditional approaches will be questioned and new elements will be added to school programs.

Possibly the most urgent adjustments facing the schools are those needed at the extremes of the intellectual scale. The call will continue for more and better prepared young people to fill high level jobs in scientific and technical fields. At the same time, the percentage of jobs requiring only low skill have just as steadily declined.

Another whole group of questions affecting the curriculum centers about the relationship of general education to specialized instruction and the wise balancing of the two. Vocational schools will need to adapt their programs to produce young men not only versed in the fundamental skills of their crafts, but prepared so thoroughly that they will be able to make creative and imaginative adjustments to the rapidly shifting industrial

scene. This means the ability to work well in group situations, to carry responsibility for expensive equipment, and in many instances to supervise the work of others.

Among the school programs most directly affected by the advent of automation will be the adult education programs. The community college will take on renewed importance as the means for giving advanced preparation in technical fields.

Staff development

It is pointless to consider what schools should do if one fails to emphasize that the teacher is the essential element in the enterprise. Good teaching in the age of automation will certainly not be very different from good teaching now, but much more such teaching will be needed. The truism will hold that the teacher should be first of all a good man or woman, well-endowed with the requisite personal qualities then broadly educated. In a period of rapid change, it is essential also that the teacher understand deeply the world he lives in, its effect on his pupils, and the role of education as the great mediating force between the environment and the growing individual.

The best school in the years ahead is likely to be the one in which teachers have security, where they are free to build upon earlier achievements to meet emerging problems, where their strength is valued, and their questions respected. The beginning of such schools is in the undergraduate programs for teacher education.

Administrative patterns and procedures

The educational administrator will (not only) be expected to lead in the process of marshaling educational resources to do the job expected of schools, he will have to help the community define the task that is to be attempted. Such a definition might possibly lead to relieving them of some of their current activities in the fields of entertainment, recreation and miscellaneous public works.

The importance of having ready access to data and expert advice on social and economic trends will require a well-prepared administrative staff. In addition specific provision in the organization and the budget (will be necessary) to guarantee adequate research service and effective means of transmitting the information gathered to the community and the teachers.

The involvement of lay groups in the development of curriculum plans and materials . . . will need to be further extended and improved in the future.

Finance

The real wages of workmen, both in industry and in the service occupations, have climbed to heights once unimagined and the curve is still ascending. Consequently, the worker enjoys a growing power to buy goods and services. Among his purchases has been more and better schooling for his children. In turn, this brings the demand that still more children receive extended education. The cost of operating schools will be raised as a direct consequence. Elevated wage rates in private enterprise will create more severe competition for man power. Thus, high level of personnel from which teachers must be drawn

will always be in short supply.

Clearly, a new balance must be struck in the distribution of the fruits of our productivity. It may well develop that a major outcome of this new phase of our economic evolution will be the decision to assign a substantial part of the increased national product to neither capital nor labor as such, but to those social and cultural agencies, governmental and voluntary, which serve society in general.

Two hypotheses for education follow from the observations that have been made.

One, to conserve human energy so that increasingly it may turn to higher purposes is more than an economic undertaking. It must be accompanied by a plan on universal education designed to help as many people as possible develop their individual potential and employ it in productive and satisfying ways.

The second hypothesis is that the building of such educational programs will depend upon the insights, knowledge, skill of educational leaders and their ability to clarify for the people they serve the connection between educational means and cultural ends.

0 N THE SECOND DAY of the conference, a panel of four members was assigned the task of leading a discussion on the meaning of automation for the professional training of educational administrators. Walter K. Beggs, professor of educational administration, University of Nebraska, as moderator, reminded the group that the point where the "... practitioner which you and I train will meet these problems we have talked about" is the point at which local communities are put together. He also pointed out that in periods of rapid change people turn more and more to the boards of education and the school administrators-not necessarily for answers-"but as liaison to those who could give the answers." This places on the shoulders of administrators not only great responsibility, he said, but gives him excellent opportunities for marshaling the resources of the community for its own improvement.

(Panel Members: Orin B. Graff, head of the department of educational administration and supervision, college of education, University of Tennessee; Van Miller, professor of education, University of Illinois; Maurice Seay, director, division of education, W. K. Kellogg Foundation; Daniel R. Davies, professor of education, coordinator of the Cooperative Program in Educational Administration, Teachers College, Columbia University.)

The following is a condensed version of the statements of the panel members:

Orin B. Graff: It has been only in the last 50 years that man has studied his own behavior objectively. But in recent years studies have poured in so rapidly that they have become messy and hard to use. In the next

twenty-five years perhaps, social scientists can arrive at as near agreement on basic methods of procedure and operation as the scientist does in his laboratory.

But meanwhile we lack unity in education. This is a real problem to those training school administrators in an age where new truths are coming in so rapidly they cannot be assimilated. In this same age more and more tasks are becoming creative in character—creative in designing, operating and maintaining machines on the one hand and equally creative in working with human beings on the other.

The question arises: can we use what knowledge we have gained to prepare school administrators? Can we any longer tolerate a program of knowledge assimilation? Can a majority of our people become more creative than they now appear?

What will a program of educational administration be like that must meet this challenge? I think it cannot be centered in knowledge, as such, or in departments. It should be problem-centered for both student and professors. A program of educational administration ought to be aimed at induction into the profession, and student and professors should work together on the problems of the profession, because that is where the problems are centered. The chief burden for the education of a student in this kind of program would rest on the student's own shoulders. Guidance would emphasize self-understanding in relation to the job.

Since the real problem cannot be assigned to departments, persons, both students and professors of many disciplines would be involved. Insights into all aspects of our culture would be essential for any depth and penetration in a specialty. The old German departmentalization would be obsolete.

Van Miller: Automation ought to bring an intensification and extension of some of the things we have always talked about—namely, leadership in curriculum change, in school organization, shifts in vocation and the amount of leisure time. There are other ideas which call not for intensification and the extension of things we have previously talked about, but for an attempt to make a real transition into action in areas where we have only given lip service. I would like to illustrate with just one of the many notions we might talk about.

We have facility decentralization and we have the cost of automatic equipment which calls for incorporation. It seems to me the basic decisions about the lives of people will be made more and more by corporations, whether they be public or private.

Our own experience in corporate decison making has been inadequate. Owners or voters now say, "You do well for us or we will get new managers." As employees or as citizens we say, "We will strike, or we will approach the decision through noncompliance." Our attitude has been what can we get out of the corporation rather than how can we really belong to the corporation and participate in it.

It seems to me that if we are not going to be 'kept animals,' the school administrator is going to concern himself with using the corporations which people have



A dramatic example of pushbutton petroleum production in the world's most heavily automated industry.

Courteey: The Texas Co.

always had, and especially to use the public school corporation as a means to give persons experience in corporate decision making.

Maurice Seay: Yes, automation is the framework, the focus for these three days of discussion, but perhaps you should be reminded that automation is a symbol for us. There are other forces affecting our lives today which also produce change. Let us examine their implications for educational administration.

Citizens tomorrow will need more of a continuing education. New facts must be brought to all our citizens more rapidly. Results of research must be put into practice faster. New skills will be found outdated. Tomorrow the child may get less of the educational dollar, because more of it must be spent on education for adults.

Automation gives us much, but it may be the vehicle of passing for some of the grand old practices of our culture. Is this good? Is it bad? Automation will bring a shorter working week, and day, for the industrial worker. Will there also be a demand for a shorter working week, and day on the part of the teachers, on the part of administrators, and, indeed, on the part of students? And this "supersonic moron" you heard about yesterday, will it be a moron tomorrow? It does not take much imagination to see that real intelligence may be put into it. What changes does this mean for teaching processes, instructional materials and school construction?

I do not know the answer, but I am extremely interested in the thinking you and other Americans have regarding the research needed. Research we ought to be doing is yet to be planned.

D. R. Davies: There are two phases of this problem I would like to discuss. One is this leisure which relates to educational finance. We know that it is going to take a lot more money to provide an adequate educational program than we now are spending. Where is the money going to come from?

We already have in many communities people who have leisure. We have women with bachelor's degrees, master's degrees, Ph.D's, Phi Beta Kappa's. We have men who are home early, with not too much to do. Many of these people are knocking themselves out trying to be socially useful, and who gets the benefit from this—the psychiatrist, not the school.

What I would like to know is whether there is any way of inventing a new pattern of instruction which takes account of the family again. We started with the family unit, but got away from it by asking the schools to do all sorts of things, including character training. I think it is asking too much. I think the mother, the daddy, the grandpa and the grandma have got the real job of education. Maybe, by virtue of automation we can give parents some real responsibility for educating their own children. Meanwhile current organization of schools and administration is obsolete.

The second aspect involves learning a new language of management. The central planning board of the Standard Oil Company recently hired a young chemist and assigned him the task of translating the language which was coming from its operating companies. This language of management arose from policy-making decisions which the operating companies were making as a result of research they were carrying on. We, as professors of educational administration, must learn a lot more about the language of decision making and operating research. Does this mean we must stop resisting statistics and other mathematical language of research? Does it also mean that there is a whole new generation of specialists coming up in the school management field such as those now appearing in other management fields?

What The NCPEA Believes

THE NATIONAL CONFERENCE of Professors of Educational Administration, after intensive study of automation and its implications for the future, expresses its present beliefs in a series of statements. These statements present the general judgment of the members of the Conference. They are important primarily in indicating the direction of thinking the automation impact will have on society, and our educational institutions.

We happen to live during a period in which the greatest rapidity of change the world has ever known is occurring. Change characterizes every phase of life, although certain changes may be more dramatic than others. Technological advancement is probably the most discernible. For instance, in 1940 the average commercial airline carried approximately 20 passengers and flew at a ground speed of 180 miles an hour. Fifteen years later the average commercial plane carried 60 to 30 passengers and flew at 300 miles an hour. Planes now on the drafting boards will carry 125 passengers and will fly at speeds of 500 miles per hour.

In the field of economics equally important changes have occurred. The national income in 1940 was \$81 billion; today it is more than \$330 billion a year. The average family income in 1940 was approximately \$2,000; today it is \$5,500.

Prior to the 1930's, the only recourse for the poverty stricken was the "poor house" or to be taken in by friends, if any. Today a national system of social security guarantees for most workers a modest but independent income in old age, in disability, and in unemployment.

The point is that we are moving forward on all fronts—social, economic, technological, scientific, medical, conservation, and others. The Conference of Professors of Educational Administration is particularly concerned with the advancements taking place in education. In the discussion of automation, it is particularly interested in its meanings for education and for the school.

The Conference recognizes:

- That the processes of automation will develop rapidly and continuously.
- That automation will accelerate presently evolving social trends, and stimulate others.
- That automation will automatically bring about a vast change in man's habits, and will require a great change in the ways he spends his time.
- That automation and its impact on man and his world requires that society reaffirm and emphasize its beliefs in human values.
- That the school's responsibility for the education of people is greatly increased, and at the same time is given additional opportunity to discharge those responsibilities effectively.

It is in the light of the foregoing ideas that the following statement of beliefs is presented.

A. Automation and People

- 1. We believe that the chief limitations upon the extension of automation are not technical but human
- 2. We believe that in an age symbolized by automation it is imperative that increasing emphasis be given to a restudy of how people achieve social, civic and spiritual values.
- We believe that automation will make it increasingly necessary that satisfaction be found in the job performed and in the many other activities that will occupy much of the individual's time.
- 4. We believe that in an age of automation it is important for the individual to resist deadening conformity to common patterns and to find satisfaction in individual expression as well as in group membership.
- 5. We believe that the progressive shortening of the formal work day, with the accompanying readjustment in time commitments, will result in a school-family unit in which there will be a realignment of educational activities with the family unit assuming increasing emphasis and responsibility.
- We believe that there will be an increasing tendency for all members of the family to be engaged in educational activity both at home and elsewhere.
- We believe that in an age of automation it is the responsibility of society to provide appropriate education for all persons.
- We believe that the utilization of automation in the processing of data enhances the prospect of reducing cultural lag.
- We believe that education in an age of automation should accept no material or social barriers and must be universal, not only throughout the nation, but throughout the world.

B. Automation and Educational Programs

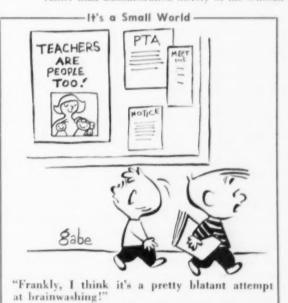
- 10. We believe that a lifelong participation in individual and cooperative educational activities will become the most significant pattern of living for people of all ages, capacities and interests during the age of automation ahead.
- We believe further that the educational programs in an age of automation must be made increasingly sensitive to the educational needs of adults as well as children.
- 12. We believe that an age of automation demands that the programs of schools make it increasingly

- possible for people to satisfy directly their human yearnings and to cultivate reflective judgment, creativity, and wisdom.
- 13. We believe that an age of automation further demands the opportunity for all citizens to participate in a liberal, realistic and human program of education.
- 14. We believe that school programs must increasingly educate for the intelligent consumption—not only of goods and services, but equally of science, research findings and the arts.
- 15. We believe an age of automation makes it imperative, that more and more of our capable young people be prepared for social as well as physical and mechanical engineering tasks.
- 16. We believe that in order for school programs to keep pace in an age symbolized by automation, critical and continuous evaluation of "book learning" and current methodology is compelled.
- 17. We believe that it is appropriate that teaching methodology involve students actively in decision making on all matters which affect their work in school, in an age of automation.
- 18. We believe that automation serves mankind well to the extent that schools and other agencies of society are increasingly successful in helping people to assume a large measure of responsibility for their fellow man.
- 19. We believe teaching should emphasize in an age of automation the emergence of leadership, self-discipline and effective interactions in families of people.

C. Automation and School Administration

- 20. We believe in an age of automation that an increasing portion of the administrator's time and energy should be expended in the analysis and understanding of the interdependent nature of production and problems of distribution of goods and services.
- 21. We believe that school administration must attract more young people of vision and ability if the schools are to fulfill their proper function in an age of automation.
- 22. We believe that preparation programs must increasingly involve prospective administrators, professors, and others in the solution of problems that are real and significant.
- 23. We believe that, as automation symbolizes the careful planning that is necessary in any complex enterprise, preparation programs for school administrators must increasingly involve the student realistically in planning.
- 24. We believe that school administrators in an age of automation must be competent to conduct and utilize the research that is needed in the operation of schools.
- We believe that increasing productivity both requires and makes possible a higher level of financial support for education.

- 26. We believe that school administrators must be prepared to utilize innovations in data processing, communication, and instructional aids, to the extent that they contribute to the accomplishment of the major purposes of education.
- 27. We believe that school administrators must be increasingly alert to evidences of need for change and that they must be willing and able to make proper changes in organization, facilities, and procedures as they are needed.
- 28. We believe that school administrators should increasingly, and with greater effectiveness, involve all appropriate human resources in the work of the schools.
- 29. We believe that, in an age of automation, the personality of the teacher increasingly becomes the crucial element in achieving the basic objective of education—the development of the total personality of people.
- 30. We believe that the effects of automation on the lives of people are such that the school must assume a major portion of the responsibility for providing opportunities for leadership to emerge wherever it exists in the community.
- We believe that in an age of automation, increasing attention must be given to cooperative decision making.
- 32. We believe that school administrators must be able to bring about conditions under which all people who are affected, including the administrator himself, are involved in really important ways in making group decisions.
- 33. We believe that in an age of automation the involvement and cooperation of many community organizations and individuals in the education of learners of all ages requires special preparation for administration of community education rather than administration merely of the schools.



news of the educational field

Group Urges Career Job for Commissioner

Washington—A group of 23 educational organizations and interested associations have sent a resolution to Marion B. Folsom, Secretary of Health, Education and Welfare, urging career status for the post of U. S. Commissioner of Education.

Called the Advisory Committee of National Organizations, the group presented its recommendation to Secretary Folsom along with other suggestions for raising the "stature" of the commissionership.

The committee is worried that the position does not offer enough attractions to secure and hold "professionally qualified" persons.

The resolution asked that the Department of HEW support "appropriate legislation" to remove the commissionership from the realm of political appointments.

AASA supports

This part of the request has been supported in the past by several educational organizations, among them AASA.

The committee would want commissioners to be appointed with specific terms of from "five to seven years." This would place the position on a par with other federal posts like the Surgeon General.

The tenure would give occupants of the position time to develop their programs and see them well on the way.

The committee's recommendation also calls on the Department of HEW to support a raise in pay for the education commissioner.

Among members of the committee are NEA, American Council on Education, Boy and Girl Scouts, AFL-CIO, National Congress of Parents and Teachers, and other educational, civic, vocational and religious organizations.

Involvement v. interference:

School Plant Planners Debate Role Of Citizens, Revise Publications

Washington—Widespread "emotional involvement" by citizens is needed at local, state and national levels to meet school plant shortages, Wayne O. Reed, Acting U. S. Commissioner of Education, told the National Council on Schoolhouse Construction, meeting here in October.

Later, however, Nesc heard Eric Pawley, research secretary, American Institute of Architects, declare that "dabbling amateurs" interfere with the judgment of experts in wasteful

studies on plant requirements.

Mr. Pawley cautioned the council to "beware of the team approach." He called for educational specifications based on "a lucid statement of objectives of specific schools" which "educational leaders must learn to write."

Over 150 school plant planning specialists from 34 states, the District of Columbia and Canada attended the four-day affair, NSCS'S 33rd annual meeting.

The meeting focused its attention in work sessions on major revisions of the council's *Guide for Planning School Plants*. A new edition is scheduled for publication in June, 1957. Several new pamphlets are also in preparation.

E. J. Braun of Arlington County, Va., was elected president for 1956-57, succeeding W. W. Theisen of Milwaukee, Wis. The new vice president is Harold Silverthorn of Gary, Ind. Re-elected as secretarytreasurer was W. D. McClurkin of Tennessee.

Mr. Theisen joins the executive committee, which includes Francis Darby of California, G. D. Englehart of Missouri and N. L. George of Oklahoma.

The council voted to increase its annual dues to \$10, applying October 1, 1956. New resolutions called for a representative to work with AIA, the Office of Education and others in developing a sound basis for comparing school costs, and for

a committee to consider plans for NSCS regional conferences.

The annual meeting in 1957 will be held in Milwaukee, October 15-18.

Norton Says Both Parties "Temporize" in Education

NEW YORK—Both major political parties have been at fault for failing to push through the enactment of federal aid for public schools, according to John K. Norton, professor of education, Teachers College, Columbia University.

"Neither political party has done more than temporize," he said.

He said the Democrats had been in power for 20 years but failed to act; the Republicans, who have been in power for the past four years, are also guilty of inaction.



Science Study Probes Vocational Motives

New York—What do we know about the factors which lead one person to chose a scientific career and another just as able to reject science for a different vocation?

The National Science Foundation has made a grant of \$20,000 to the Department of Psychological Foundations and Services at Teachers College, Columbia University, to conduct a study on this problem.

Heading the project is Donald E. Super, specialist in vocational and counseling psychology and former president, American Personnel and Guidance Association. Assisting him is Paul B. Bachrach.

Finished in February

Called the Scientific Careers Project, the study was started early this fall and will be completed in February.

The chief purpose is to provide the National Science Foundation with a more exact guide for financing important research projects in the choice of scientific careers.

The foundation, an agency of the Federal Government, supports basic research and education in the natural sciences.

The study is following three steps, Dr. Super explains. The first was a review of the most significant research already made on vocational development and the choice of scientific careers.

Examine reasons

"Ultimately, we hope to learn more about what kind of person a scientist is and how he comes to make science his career," Dr. Super explains.

A summary of previous research was written by Drs. Super and Bachrach. It presented such information as average age and age range in which science is chosen as an occupation; psychological characteristics of scientists; their intelligence and education; their personalities as contrasted with persons in other fields; their cultural origins and home, community and ethnic back-

Centennial Parade



State flags pass in review as NEA President Martha Shull reviews troops of the Third Infantry Regiment at a special salute to NEA and the nation's teachers as they begin their centennial year observation. With Miss Shull is Major General John Van Houten, commander, Military District of Washington.

NEA Begins Centennial Year with Help from 22 Leading Americans

Washington—nea begins its year-long centennial celebration next month, as citizens and educators join hands in appraising a century of progress in education.

Martha A. Shull, NEA president, has announced the names of 22 prominent Americans, professional and lay, who will serve on the Centennial Commission.

grounds; their sources of inspiration for work in science.

"We put our findings into a theoretical framework and pinpointed critical issues needing further research," Dr. Super explains.

At a three-day meeting of the advisory panel this month, the facts and theories in the summary will be discussed, and an attempt will be made to clarify issues in the study of vocational development and, in particular, in the choice of scientific careers.

The third stage of the project will be the preparation of the final report.

This will consist of a revision of the summary by the panel, incorporating ideas developed at the meeting, and a section on broad issues for studying the choice of scientific careers, based on the panel's work, but further refined and developed by the staff. Among distinguished educators, the following are members: Rufus E. Clement, president, Atlanta University; John H. Fischer, superintendent of schools, Baltimore; Grayson Kirk, president, Columbia University; Allen H. Wetter, superintendent of schools, Philadelphia; and J. C. Wright, state superintendent of public instruction, Des Moines, Iowa.

Members of the commission representing the public include: Eric Johnston, president, Motion Picture Association of America; Walter P. Reuther, president, United Auto Workers; Norman Cousins, editor, The Saturday Review; Willard E. Givens, chairman, U. S. Commission for UNESCO: J. William Fulbright, U. S. Senator from Arkansas; Harold Fellows, president, National Association of Radio and TV Broadcasters; and Mrs. Theodore Waller, forum director, New York Herald Tribune.

The commission has set three main

Business-Education Cooperation



Sixty-five vocational school teachers in Illinois attended an open house held for them recently by Heidelberg Eastern, Inc., printing press distributors. Here, printing instructors from the Chicago Public Schools examine one of the presses.

objective for the observance. They are: to consider the decisive role of education in a changing world; to stimulate action to provide adequate

education for the increasing millions of children; and to strengthen the teaching profession in its service to people of all ages.

The theme is "An Educated People Moves Freedom Forward."

In their first message to the public, commission members emphasized that this project is "not intended to take the place of already organized citizen activity for better schools. It is to supplement projects already underway and is presented that the great mass of American citizens, through their own existing community organizations, may gain a more thorough understanding of schools in their own communities."

Legibility Will Pay

74

Austin, Tex.—The American National Bank of Austin has established scholarships to encourage young people to write legibly.

Six scholarships worth \$100 each will be awarded to one senior boy and one senior girl in each of Austin's three high schools.

The offer is good for a three-year trial period to test the effectiveness of encouragement. The \$100 will be paid to each student chosen for the award upon matriculation in an accredited Texas four-year college.

Schools Prettify Publications

GREAT NECK, N. Y.—School administrators are fast learning the public relations value of making publications read by local citizens as attractive and easy to follow as possible.

One such example is the booklet listing Adult Education Programs in the Great Neck Public Schools. The colored cover is attractively designed.

Course listings in the index are grouped realistically by days the classes meet. Descriptions of courses are clear and concise. A calendar for the academic year is included.

Incorporating registration cards into the pamphlet with simple instructions for their use, encourages greater participation.

Better school building at lower cost:

Conference Views New Masonry Products, Construction Techniques

Washington—Over 300 leading American architects, building authorities and engineers viewed new products and learned of new construction techniques, designed to produce better school buildings at lower cost, at a Masonry Conference held here during September.

School construction problems and comparisons of costs occupied much of the time during the two-day conference, sponsored by the Building

Research Institute, The conferces heard talks on architectural design, masonry technology, research and technical developments and costs and maintenance, presented by architects, manufacturers of structural products, engineers and building supervisors.

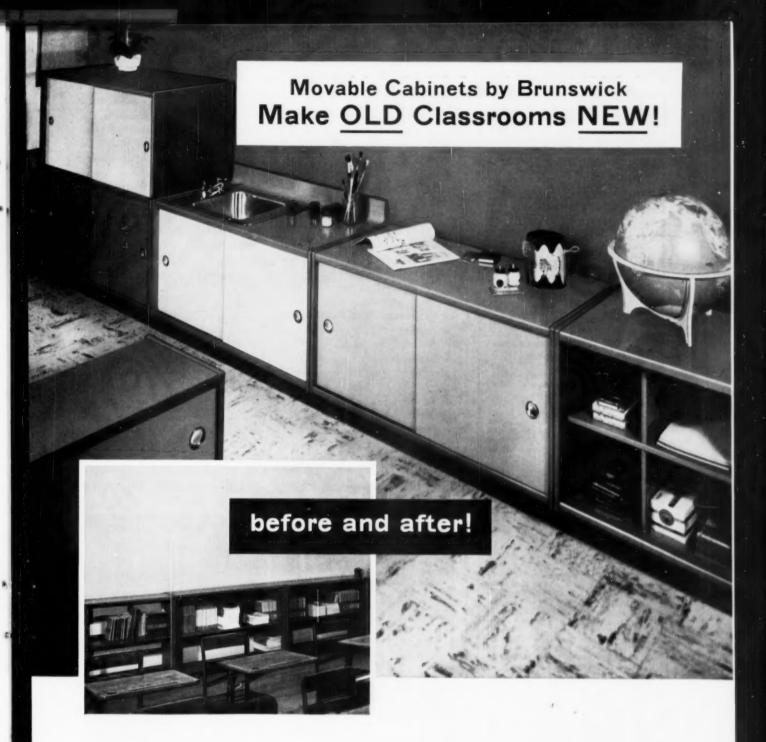
They heard new research data for the first time on cost of construction, retention and loss of heat, and maintenance cost of various building materials.

School building design has undergone great changes in recent years. Lawrence B. Perkins, noted architect who has designed schools throughout the country, told the conference.

He attributed these changes to two main factors: a greater awareness of how learning takes place, and a realization that education must reach children in all ways, not just through

In designing a school, it is important to relate the inside of the building to the outside, Mr. Perkins said, because "you don't want to give the child the feeling he is trapped." Materials, rather than the shape or form determine the endurance of buildings, the architect added.

Among the new products on display at the conference were a lightweight brick of about half the conventional weight to improve ease of handling and cut shipping costs; automatic loading machinery to reduce labor costs at the brick plant; a large clay panel for "curtain wall" construction; a prefabricated stone "sandwich" unit which provides exterior face, insulation and interior wall surface when set in place in schools and other buildings; large limestone and marble slabs fastened to insulating boards and other materials for "through-the-wall" use in multi-story construction; a waterproofing compound to prevent stone discoloration; and a new coloring



Let's face facts. A new school need not *always* be the answer to an old school's limited space problems. Brunswick cabinets provide you with the perfect solution to low-cost modernization.

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SPOTLIGHT

process designed to provide a full range of colors in natural stone.

A study of "in-the-wall" costs, presented by H. T. Noyes, assistant chief engineer, Turner Construction Company, New York City, revealed that the cost of a contemporary building in the New York area, constructed of face brick with aluminum sash, is \$5.20 per square foot, while a comparable building in the same area constructed of stainless steel skin and reversible sash runs to \$7.20 per square foot. An aluminum skin building with stainless steel trim and 3/s-inch glass comes to \$11.75 per square foot.

Mr. Noyes' data on air-conditioning cost shows that an additional ton of refrigeration is needed for every 130 square feet of 12-inch brick wall which is changed to glass. This, he said, means an additional cost of \$4 for each square foot of increased glass area.

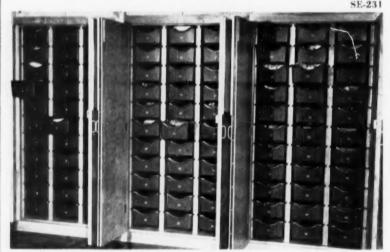
C. B. Monk, manager, Architectu-

ral and Engineering Research Division, Structural Clay Products Research Foundation, reported that tests have shown that in two walls with roughly the same insulating values "55 percent more heat would be lost through a metal panel than the sca brick."

In discussing the new lightweight brick, Robert B. Taylor, director, Structural Clay Products Institute. Geneva, Ill., disclosed that a new clay aggregate has been developed which is now being made at a pilot plant.

The new lightweight brick units. Taylor said, "will permit a reduction of weight for structural brick and tile units of 40 percent in addition to that weight saved through coring. In other words, a current five-pound brick would weigh three pounds and the eight-pound scr brick would weigh less than five pounds."

The new scr brick panel, Mr. Taylor said, which does not require either masonry or frame structural back-up materials has already been



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The column at the right will answer many questions you may have. If you'd like to know more, just write to the address at the bottom of the column. You can order *Tuf-flex* from your local Libbey Owens Ford Glass Distributor or Dealer (listed under "Glass" in the yellow pages).



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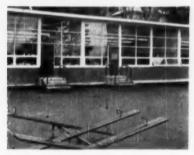
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MANY USES in addition to windows. Tuf-flex is being used for basketball backboards, kick plates and push plates on doors, for balustrades and railings and for enclosures for exhibits.



Ainsworth School, Portland, Ore. Architect: Raymond Kermit Thompson, Portland.

MANY SCHOOLS in every part of the country are insisting on Tuf-flex because of maintenance economy and safety. Some schools have outside corridor walls glazed with Tuf-flex. Many gymnasium windows are Tuf-flex. And many schools (like the one above) have Tuf-flex in classroom windows facing play areas.

For further information, write to Dept. 87126, Libbey Owens Ford Glass Company, 608 Madison Ave., Toledo 3, Ohio.

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SPOTLIGHT

used in 30,000 homes at prices competitive with quality wood frame construction.

Tests have indicated, he added, "that its properties make it suitable for many other applications. Schools have been built with it. In several areas of the country it has been used for very satisfactory economical curtain wall construction in multistory buildings."

Mr. Taylor took note of the "substantial amount of publicity given to purported savings in school construction costs by means of prefabrication of the buildings of either metal or wood."

"Widespread claims have been made that such schools can be erected for the school board at classroom costs of \$15,000 to \$20,000 . . . Our school cost studies have shown the 'per classroom cost figure' to be completely misleading," he warned.

"There are many, many masonry schools being built today in all parts of the country for costs of \$10 to \$12 per square foot. Further, they provide the school board with yearly savings in the form of low maintenance and operating costs, real fire protection for the students and the wealth of color and architectural form that architects can so well fit to the local site and surroundings."

Jerry T. McKnight, executive director, Indiana Limestone Institute, revealed development of the "through-the-wall" limestone sandwich for school, residential and church markets. Viewed sideways, the entire wall unit consists of three inches of stone, two inches of insulation, and three inches of the new material made from the stone waste which results from cutting and finishing. The inside surface can be colored in fabrication to provide a finished interior surface.

Mr. McKnight said the new building unit will be available for the market this year and will provide an easily-assembled, one-operation wall "at a very low square-foot cost" with qualities of fire protection, insulation and low maintenance.

Three new types of marble units, making that material available at lower cost, were revealed by A. T. Howe, vice president, Vermont Marble Company. They include a marble panel with interior frame into which is set an insulation board and "sandwich" unit consisting of a thin slab of exterior marble, insulation and an interior marble surface.

AAHPER Plans Program On Youth's Health Needs

WASHINGTON—In line with current emphasis on physical fitness for American youth, the American Association for Health, Physical Education and Recreation is planning a national effort to focus attention on the health needs of our younger citizens.

Concerned over discouraging reports of the condition of the physical fitness, which emerged from President Eisenhower's Physical Fitness Conference at Annapolis last Summar, AAHPER has set out to rectify the situation. It will call on agencies throughout the country for help.

Groundwork for the campaign was

Safest Bus Driver

Maine's Gov. Muskie (right) presents \$500 bond and gold ignition key to new school bus won by Harvard Tate (center) of East Corinth, Me., named nation's safest school bus driver. C. W. Trout of Henney Motor Co., contest sponsor, looks on.





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laid recently at a two-day meeting in Washington attended by some 100 top leaders in physical education.

The statement made by the conference, that fitness depends on more than organized sports, will serve as the basis for a "statement of implementation" which AAHPER expects to have ready soon.

Directed to school and community leaders, the statement will stress the importance of physical fitness, both to the individual involved and to the nation which benefits from it.

It will point out that physical education is, unfortunately, the most expendable item in the school curriculum, frequently deleted, delayed or truncated under the pressure of time, space and teacher shortage.

It will cite figures to prove that barely 50 percent of all high school students take physical education courses, with figures for elementary schools even lower.

President Eisenhower recently appointed a Council on the Fitness of Youth composed of the Vice President, the Secretaries of Health, Education and Welfare, Agriculture, Interior, Labor and the Attorney General, "to coordinate, stimulate and improve the functions of the federal agencies with respect to the fitness of youth."

The president also created a Citizens Advisory Committee on the Fitness of Youth, with members including educators and laymen, to stimulate private measures "conducive to the achievement of a happier, healthier and more completely fit American youth."

NEA Asks Tax Deductions For Educational Costs

WASHINGTON—NEA is pressing its appeal for the same recognition to teachers as that given by the Internal Revenue Service to members of other professions in the matter of educational deductions for income tax purposes. The ruling of the Internal Revenue Service at present refuses such deductions by teach-



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SPOTLIGHT

ers who are not taking courses which meet a specific stipulation of the board of education to whom they are responsible. If a teacher cannot hold his job without going to summer school, his expenses for doing so are deductible. If he attends on his own to advance his professional skills, his expenses are not deductible.

The move of the organized profession to secure the right to deduct educational expenses, amounts to a step taken to put education in the same status as that of other professions. Continued efforts to secure this status will mark the activities of NEA in the field of legislation during the next session of Congress.

\$3 Million Will Finance Merit Winners' Education

Evanston, Ill.—Grants totaling \$3 million from 23 foundations and commercial organizations will finance college educations for winners of National Merit Scholarship examinations.

Over 150,000 top high school seniors entered the competition. The 7,500 students with highest scores in the first qualifying tests will take the merit program finals.

The money value of each merit scholarship varies according to the need of the winner. The awards also provide for educational supplements for the college that the winners choose to attend, to help the colleges defray the cost of education that is not covered by tuition. The merit awards are for the four undergraduate college years.

Safety Commission Calls School Patrols Legal

Washington—School patrols cannot be questioned legally as long as the children perform an educational, not a police, function, according to the National Commission on Safety Education of NEA.

To assure such a distinction, The Standard Rules for the Operation of School Safety Patrols state specifically that "patrols should not be charged with the responsibility of



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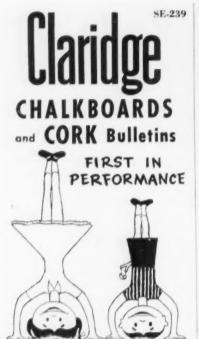


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SPOTLIGHT_

directing vehicular traffic, nor should they be allowed to direct it."

Stan Abercrombie, assistant secretary of the safety education commission, points out that eight states have statutory authorization for the operation of school patrols: California, Illinois, Minnesota, New Jersey, New York, Pennsylvania, Washington and Wisconsin.

In several other states, the attorneys general have delivered opinions that school patrols, serving a desirable educational function, may be operated without conflicting with present state laws.

Last month's Spotlight carried a statement by Robert R. Hamilton, dean, University of Wyoming Law School, that school children who guard their friends at school crossings are patrolling the streets as agents of the board of education.

Dean Hamilton feels that boards of education have no authority over street protection, a function of the police department only, and that school patrols are therefore illegal (See November, Spotlight, page 98).

Everyman's UN Covers Events from 1945-55

UNITED NATIONS—The first book to include within its covers a description of every incident and action which has taken place in connection with the United Nations from 1945 to 1955 was published recently.

Titled Everyman's United Nations 1945-1955, fifth edition, it covers all important problems and events with which the world organization was concerned during its first decade.

These include efforts towards harnessing the atom for peace, programs of technical assistance to underdeveloped countries, progress of dependent people toward self-government or independence and the action in Korea.

Part I contains background material, and a description of each of the main UN organs—General Assembly, Security Council, Economic and Social Council, Trusteeship Council, International Court of



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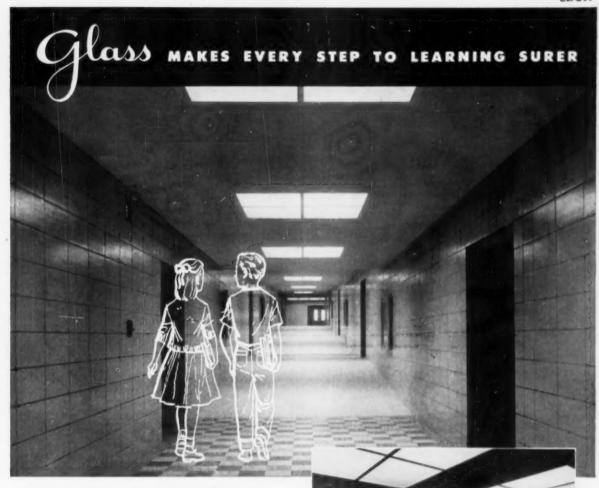
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Skylights of Wire Glass Achieve Open Air Atmosphere in School Corridors and Rooms

A ceiling of sunshine floods the long corridor in Fox Point Elementary School, Providence, R. I., with bright, natural light to make it safer for hurrying youngsters. Mississippi Magnalite "B" Wire Glass, Approved Fire Retardant No. 32, employed in skylights, achieves broader, more uniform light distribution . . . eliminates shadows ... creates a pleasant, open atmosphere that relieves the stark simplicity of the long hall.

Mississippi Glass makes every step to learning surer by providing better daylighting that protects precious young eyes against fatiguing glare in classrooms and laboratories. It provides a maximum of security against breakage and entry in doors, skylights, windows.

When you build or remodel, consider the many ways in which translucent, light diffusing glass can improve your school. Figured glass by Mississippi is available in a wide range of patterns and surface finishes all "visioneered" for better daylighting.

> Mississippi maintains an experimental school building on factory grounds for the study of daylighting. Take advantage of the company's wide experience. Our technicians are ready to help you with every daylighting problem.



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Because there is no single cure-all product suitable for every floor, we custom-tailor LEGGE Polishes and Cleaners to your specific needs. For important facts about your floors, write today or clip coupon. Walter G. LEGGE Company, Inc., Dept. D-12, 101 Park Ave., New York 17, N. Y. Branch offices in principal cities. In Toronto-J. W. Turner Co.



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	Send me your Free Floor Safety book! "Mr. Higby and the Gramlin",
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SPOTLIGHT

Justice, and the Secretariat. Part II. titled The Work of the United Nations, covers political and security questions; regional questions-Asia. Middle East, Africa, Europe and Western Hemisphere; and economic, social, humanitarian and cultural is-

Also included are descriptions of UN action in trusteeship questions,

and in legal, administrative, budgetary and procedural subjects.

Part III covers the specialized agencies like International Labor Organization, UNESCO, World Health Organization and the International Bank for Reconstruction and Development.

The appendix contains charts showing organs of the UN, members and specialized agencies. A complete index makes it easy to look up any event or subject during the past

Farley Honored

Belmont Farley (seated), retiring director of press and radio relations for NEA, examines Some Dreams Come True, booklet published in his honor, at surprise luncheon. Presenting booklet is Robert E. McKay, president, National School Public Relations Association (See November, Spotlight, page 78).



SE-243



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ve your golf teams ready for spring com-ition regardless of the weather. Easy to tall . durable and substantially made no part of the entire assembly will mare surface of the floor . may be attached either concrete, brick, block or frame wall any size gymnasium. Complete package in-des net, backatop and driving platforms with lit-in rubber tees and brush mat . . player sining 20 ft, wide: over-all height 11 ft.; ship-g weight 260 bs.

Two models — single and double (shown)

For right or left handed players

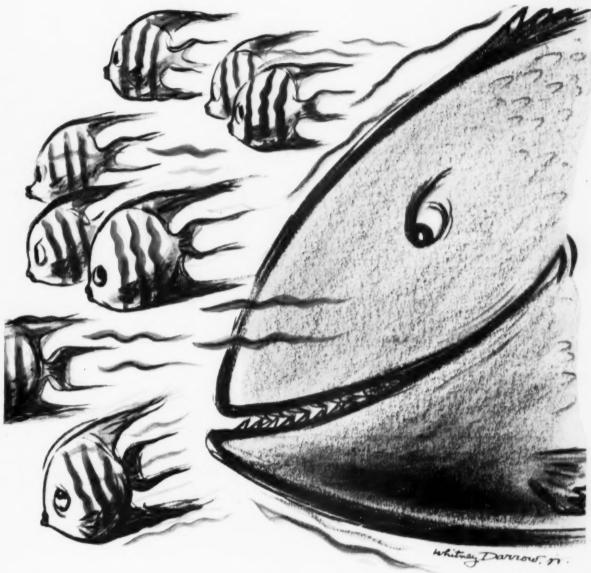
Safe—completely enclosed top, sides and backstop Use regular Golf Balls and

Clubs (except putter) Hit ball as hard as desired

May be used in rooms that are also used for other purposes

BERLIN CHAPMAN CO. BERLIN . WISCONSIN Manufacturers Since 1909





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No use trying to wiggle out of it. Students move faster with Royal Typewriters.

They're easier to teach with . . . easier to learn on. Royal baits them with so many handy features. Like the famous $Magic^{\otimes} Margin$. . . and the light-as-air touch. To say nothing about Royal's Touch $Control^{\otimes}$ and the many helpful teaching aids.

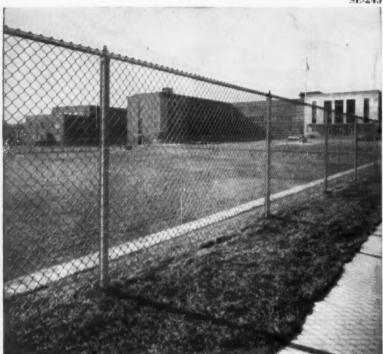
Schoolboards, too, like the net effect of Royals.

They stand up to rugged classroom pounding. Take less time out for repairs.

From every angle, Royals save a whale of a lot of classroom time and money. Undoubtedly the reason why more schools use Royal Typewriters today than any other make. Sound alluring? Why not call your Royal Representative for a classroom demonstration right away?



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Handsome Anchor Chain Link Fence provides safety and protection for both pupils and property. By day, Anchor keeps pupils safely inside—trespassers and unwanted animals stay out. At night, Anchor stands guard against vandals and intruders . . . helps preserve an orderly, well-kept appearance.

And this 24-hour protection is low-cost too. An Anchor Fence needs no annual painting or upkeep. Deep-driven anchors keep the fence erect and sturdy year after year in all kinds of weather and soil conditions.

Insist on GENUINE Anchor Fence

Look for the famous orange-and-black nameplate that means you're getting the finest chain link fence—the fence with the zinc coating applied after weaving, not before. For a free estimate or more information, call your local Anchor office or write: Anchor Post Products, Inc., Fence Division, 6712 Eastern Avenue, Baltimore 24, Maryland.

Anchor Fence®

Division of ANCHOR POST PRODUCTS, Inc.

Plants in Baltimore, Md.; Houston, Texas; and Los Angeles, California Sold direct from Factory Branches and Warehouses in all principal cities

SPOTLIGHT_

Copies of Everyman's United Nations may be purchased for \$1.50 from the International Documents Service, Columbia University Press, New York, or from the bookshop at UN Headquarters.

Scientist Shortage Shows Success of School's Work

Austin, Texas—"The present shortage of scientists is due not to the failure of the schools, but to their tremendous success," John Mayor of Washington told several hundred teachers recently at the University of Texas.

Dr. Mayor, director, science teaching improvement program, of American Association for the Advancement of Science, spoke at the opening session of the University's third annual Conference for the Advancement of Science Teaching.

"The great demand for scientific and technical skill today is due to the fact that our schools already have done such a magnificent job of training scientists who have made possible advances that call for more technicians," Dr. Mayor continued.

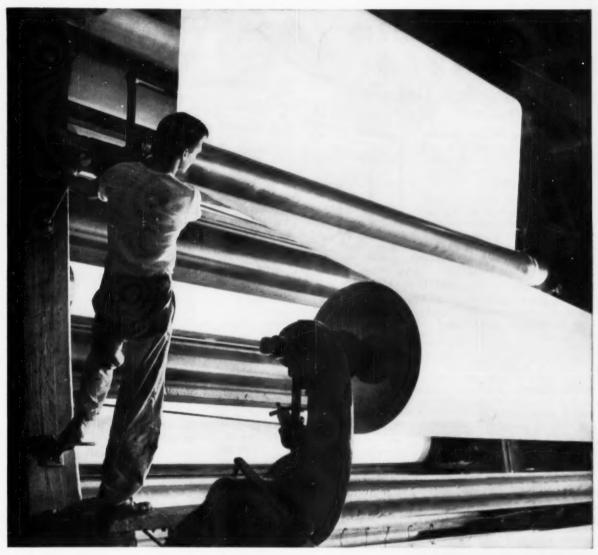
Dr. Mayor, immediate past president of the National Council of Mathematics, cited the significance to science teachers of current trends in mathematics teaching.

The new curricula permit the best students to advance through calculus in high school, and also replace part of the geometry courses with other studies, Dr. Mayor reported.

Further changes in the mathematics curriculum are being worked out by the National Council of Teachers of Mathematics and the American Mathematical Society, he said.

U. S. Office Screening More Research Proposals

Washington—With the announcement of approval of contracts for cooperative educational research by Indiana and Vanderbilt Universities with the U. S. Office of Education, the Research Advisory Committee of the Office continued screening additional proposals for more research



FIRST with the paper making industry ...NIBROC® TOWELS



American paper manufacturers—men who know paper best—put more Nibroc Towels in their washrooms than any other paper towel.

The same is true in business, industry and institutions all over the U. S.

- 1. Nibroc Towels are tailor-made to fit your hands.
- **2.** Come from cabinet flat and ready to use instantly.
- **3.** Available in various sizes—in either white or tan.

- **4.** Only with Nibroc—can you get the exclusive TAMP⁴⁹, which slashes maintenance costs, ends washroom mess, reduces fire hazard. Packs five times more waste in receptacle.
- **5.** Ask us to prove guaranteed savings with Nibroc "3-T Thrift Plan"—Towels, Tamp, Tissue. Lowest annual cost per employee.
- **6.** See Tamp in action! Ask your dealer; he's listed under Paper Towels in the Yellow Pages. Or write Dept. LN-12, Brown Co., 150 Causeway St., Boston 14, Mass.



NEW NIBROC TAMP . . . Pull out towel. Step on pedal. Drop towel in chute. TAMP does the rest.



If you're seeking bids on bleacher seating, factors of **safety** and **long-life** should be your prime consideration. So . . . let's compare basic construction details.

Many conventional bleachers being marketed today are fabricated from steel of 3/4" thickness. When exposed to the elements and improperly maintained, pit rust can reach a depth on all surfaces of 1/2" within a year. That means a remaining supporting strength of but 1/4"... definitely insufficient for reasonable safety and long-life.

The load-supporting members of **PLAYTIME** bleachers are one-piece, all-welded steel "Uni-Frame" panels, fabricated from 1/4" structural angular steel with all joints electro-welded on the top and two side surfaces. Allowing for the same rust factor, the remaining supporting strength is 3/16"... a suffi-

Comparisons such as this are definite indications that **PLAYTIME** is your key to the best in athletic field seating. For design, construction, adaptability, economy and safety, **PLAYTIME** seating knows no peer. Let us prove it to you!

cient thickness to meet any existing safety code.



SE-248





• Foot-control eliminates all faucet contacts and maintenance

Bowl is self-flushing—no collection of contaminating used water

No water waste—removal of foot cuts water supply immediately
 Piping connections reduced 80%—installation costs cut

• Save 25 per cent floor space

Architects, school authorities, plumbing and engineering firms recommend Bradley ...the most widely used sanitary washing facilities ... Cat. 5601 mailed on request.



BRADLEY WASHFOUNTAIN CO., 2233 West Michigan Street, Milwaukee 1, Wisconsin

SPOTLIGHT_

projects (see Spotlight, November, page 79).

Over 140 proposals from colleges and universities have been received by the Committee since the research program, first of its kind in the history of the U. S. Office, was made possible by a Congressional appropriation of \$1.0 million.

Co-chairmen of the Committee are Willard C. Olson, dean, School of Education, University of Michigan and J. R. Rackley, acting commissioner of education. Eight other leading educators and research specialists are also members.

The committee is being assisted by Herbert S. Conrad, director, Research and Statistical Services Branch; William Asher, research coordinator, and Alice Y. Scates, research analyst, all of the Office of Education.

Prepare Youth for Air Age, AASA Pamphlet Urges

Washington—U. S. educators must provide programs which will prepare American youth to meet the challenge of living in an air age, according to a recently published report of the Aviation Education Committee of AASA.

The report, published in pamphlet form by the National Aviation Education Council, declares that "with the airplanes as a vital force in the American culture, and with the necessity of safeguarding civilization through an adequate plan of defense, it seems logical to turn to schools and education with concern and hope."

Noting that too many schools are offering only fragments of a program, the pamphlet says that in aviation education, as in other areas of education, the administrator, supervisor, resource leader, consultant and the classroom teacher must work together if satisfactory results are to be achieved.

"Problems involving community planning and the local airport demand better understanding by an informed public. Educators cannot leave all of the aviation problems of

GPL ii-TV

SCHOOL TELEVISION

that's efficient, simple, inexpensive, unobtrusive

GPL ii-TV*provides a complete closed-circuit TV teaching system designed and scaled to meet the needs of a single school or an entire school system. Utilizing GPL's intensive experience in building the finest in studio TV equipment, ii-TV gives bright, clear pictures even under minimal light, is so simple in operation that no technical staff is needed to run it, so unobtrusive that teaching can be carried on without interference with the regular classroom atmosphere.

Practically, any school can afford GPL ii-TV: basic equipment costs less than one-sixth the price of the average new classroom. Because of its simple, sturdy design, upkeep is minimal. Camera and controls—the entire transmission system—are so light and compact they can easily be moved wherever desired. No studio, booms, props or expensive and disturbing lights are needed: the

camera is mounted unobtrusively right in the usual classroom and the teacher can control it right from the desk.

By enabling a single instructor to teach many groups simultaneously, GPL ii-TV offers a means of handling mounting enrollments. And, by making the teaching of special courses easy and economical, it enables you to enrich curriculums. It can also be used to present special programs, handle inter-school staff meetings and save staff time by helping to monitor study halls, lunchrooms, playgrounds, school entrances and corridors.

GPL makes a complete line of television equipment, including the most complex types of studio apparatus. All embody the same designing skill, high quality materials, and precision manufacture. However, for the vast majority of schools and school systems, ii-TV will provide everything needed for television teaching.

*The industrial-institutional TV System made by General Precision Laboratory.

Here's all you need



The GPL ii-TV Camera is smaller than a football, weighs only five pounds. Its sensitive vidicon tube picks up quality pictures at low light levels. Camera draws only 180 watts, plugs into any ordinary AC outlet.



GPL Monitors are industry standards; ordinary home TV receivers can also be used. The circuit can include any number of receivers. Coaxial lines, easy to install, provide unlimited closed-circuit distribution.



GPL ii-TV Control Unit in a compact carrying case weighs only 26 pounds. One person can easily carry the camera and its controls.



GPL Switching Equipment permits complete flexibility so that the teacher can, if desired, control close-ups, angle shots, long shots, and so forth. It is equally easy to shift transmission points or to switch from one classroom to another.



The GPL TV Projector multiplies the usefulness of a closed-circuit TV System many times over. It projects movie-size pictures on a big wall screen which can be seen by hundreds of students. This is the same mobile GPL projector that is used for many theatre television programs and gives bright, clear pictures of professional quality. It will also "pick up" TV broadcasts off the air.

General Precision Laboratory Incorporated, manufacturer of ii-TV, is a leading producer of broadcast, military, theatre and industrial TV equipment. The same high quality materials, skilled design and precision construction used

by GPL in its professional equipment go into *ii-TV*. Why not find out how this important new communications tool can help solve some of the school problems you are facing? Just drop a line to:



GENERAL PRECISION LABORATORY INCOMPORATED

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PICK UP!

The Mayor is speaking to the 11th Grade in Room 2B. Miss Smith, History, is sure her class in Room 1F will benefit by his words. They do, thanks to the "Remote Pickup" feature of the school's 2-channel Bogen Sound System. You can achieve "one-room schoolhouse intimacy" with a modern Bogen Sound System. There's a system for your school, your budget. Write Dept. 4X, David Bogen Co., Inc., P.O. Box 500, Paramus, New Jersey



SCHOOL SOUND SYSTEM

(Architects: See Sweets 32 a-Bo)

SPOTLIGHT

modern society to a chance curriculum treatment, but should include them as a planned part of the curriculum.

"If adequately administered by an interested and enthusiastic teacher. such curriculum content will net tremendous results."

The pamphlet points out the ways and means to further this program.

It discloses methods for its implementation-sources of instructional material, planning of classroom workshops, sources for classroom speakers, and how aviation can be integrated in the school program at all grade levels.

"Where aviation materials are used, such regular subjects as reading, arithmetic, geography and science are taught much quicker and more effectively."

A National Conference on Aviation Education will be held at the Hotel Mayflower, Washington, March 7-9, it was announced recently by Thomas W. Howie, president of the National Aviation Education Council.

Dr. Howie, who is also Superintendent of Schools, Alexis I. DuPont Special School District, Wilmington, Del., said that educators attending the conference expect to explore all facets of aviation education.

These include: meeting the shortage of engineers, scientists and mathematicians; curriculum enrichment materials for elementary and secondary schools; training teachers to use aviation ideas and materials in their study programs; training people in the specialized jobs related to airport management and operations, as well as the training of pilots and stewardesses.

Tennessee Business Manager **Elected Head of ASBO**

Washington-Andrew C. Hutson, Jr., assistant business manager, Knoxville, Tenn. public schools, was elected president of the Association of School Business Officials at the

GLOVER HOMEMAKING USE-TESTED FOR MODERN LABORATORIES



Two sewing machines, two pressing units, and ten storage drawers (each divided into compartments) housed under beautiful and durable 48" by 72" Micarta top with seating space all around.

THE ONLY COMBINA-TION UNIT which incorporates complete student storage with all the other features essential to modern teaching methods.

Sto extra tote trays to buy



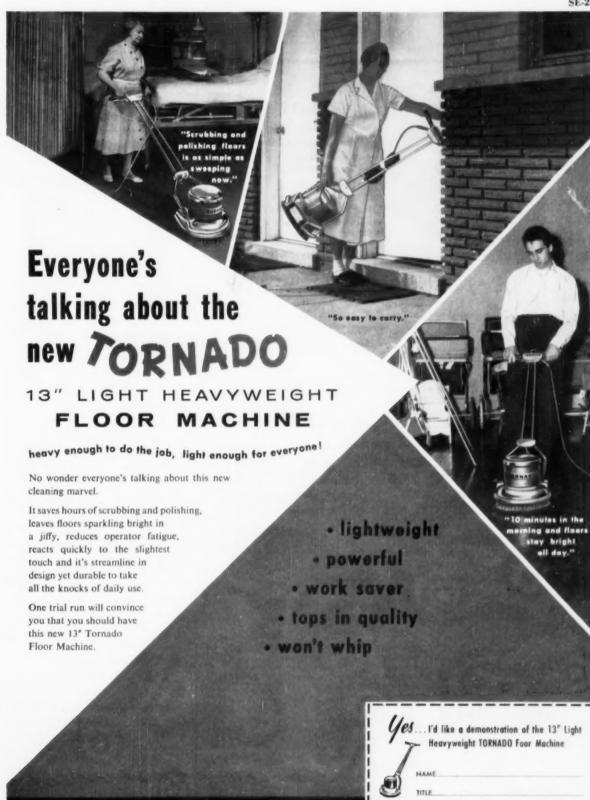


COMPACT AND ACCESSABLE arrangement of features puts complete equipment within easy reach of every student and doubles learning efficiency. Schools where these units have been installed during the past three years have established this fact.

NOW IN REGULAR PRODUCTION. If your equipment dealer does not have prices and other details, please write or telephone

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· Your protective PAGE FENCE can be comprised of units that best meet your individual needs or preferences. All are quality-controlled by PAGE from raw metal to finished units ready for assembling. Your expertly erected to meet engineer-

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Write to PAGE FENCE ASSOCIATION in Monessen, Pa., Atlanta, Bridgeport, Chicago, Denver, Detroit, Houston, Los Angeles, New York, Philadelphia or San Francisco.

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SPOTLIGHT

organization's 42nd annual convention here in October (See Spotlight, November, page 78).

Due to the sudden death of President J. Wilbur Wolf of Omaha, Nebraska, on September 29, 1956, Mr. Hutson assumed office-by special action of the executive



board-at the convention and will serve during the remainder of 1956 and throughout 1957.

Mr. Hutson began his career in 1932 as a high school teacher, with subsequent experience as elementary school principal and supervisor of the Child Personnel Department, Knoxville City Schools, until 1942. In 1945 he was appointed to his present position.

President Hutson is a member of various educational organizations, including Phi Delta Kappa. He is a past president of Southeastern ASBO, and has many years of service and leadership in the national organiza-

Kindergartens Urged To Teach Economics

EAST LANSING, Mich.-Kindergarten is the best place to start teaching economics, according to Leland E. Traywick, assistant to the dean of the College of Business and Public Service, Michigan State Uni-

Dr. Traywick, who firmly believes that youngsters should get their first taste of basic economics at the age of five, this summer served on the staff of two economic workshops in Hawaii. He helped 82 Hawaiian teach-





AMPRO SUPER STYLIST SERIES 16mm SOUND MOTION PICTURE PROJECTORS

> Motion pictures projected by the superb Super Stylists have a "you-are-there" quality that stimulates thinking and learning. There is a model for every need, every size audience, every budget. Ampro's quarter-century-plus of specialization in the audio-visual field offers maximum assurance of smooth performance, long life, incomparable value.

Super Stylist-8

Combines low price with quality performance. 7.5-watt amplifier provides added volume for true-fidelity sound. 8-inch Alnico-5 permanent magnet speaker mounted in lift-off case cover. Up to 1000 watts illumination. Coated

Super Stylist-10

To accommodate variable sized audiences, 10-watt amplifier and 10-inch Alnico-5 P.M. speaker \$479.50

Super Stylist-12

Two-case design for largest audiences, 12-inch Alnico-5 speaker mounted in acoustically-balanced matched case.....\$499.50

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ers draw up a guide for instructing students in economics from kindergarten through high school.

Hawaiian elementary schools have had a program of economic education since 1951, but the workshops produced the first blueprint for incorporating it fully into the curriculum.

Those attending the workshops felt that economics generally should not be taught as a separate subject, but be included in such areas as social studies, languages, science and arithmetic as the student progresses, Dr. Traywick reported.

As outlined in the teaching guide, in kindergarten an attempt would be made to teach the basic skills in buying wisely, saving and investing money, and rudimentary problems in insurance and housing.

Bridgeport U Accelerates Teacher-Training Program

BRIDGEPORT, Conn.—The accelerated teacher-training program offered by the University of Bridgeport's College of Education is continuing on a part-time as well as full-time basis this year, according to Arthur E. Trippensee, dean of the college.

Leading to the master's degree in education and/or certification to teach, the program is designed primarily for college graduates with liberal arts, business or engineering degrees who now want to enter the teaching profession.

Many housewives and businessmen who have completed the course of study, Dean Trippensee said, are helping to relieve the present teacher shortage.

Candidates with a college degree, under a full-time program, may receive a teacher's certificate and the master's degree within a period of one calendar year.

Master's degrees in the fields of administration and guidance are granted also at the College of Education. Programs for bachelors of science degrees are offered in elementary, secondary, music and physical education as well as educational psychology.

DECEMBER

27-30, Annual Winter Conference, National Science Teachers Association, NEA, in conjunction with the American Association for the Advancement of Science, New York.

FEBRUARY

- 14-16, Annual Convention, American Association of Colleges for Teacher Education, NEA, Chicago.
- 14-16, Annual Meeting, National Association of Business Teacher-Training Institutions, division of United Business Education Association, NEA, Chicago.
- National Convention, American Association of School Administrators, NEA, Atlantic City, New Jersey.
- 16-20, Midwinter Meeting, National School Public Relations Association, NEA, Atlantic City, New Jersey.
- 23-27, Forty-First Annual Convention, National Association of Secondary-School Principals, NEA, Washington.

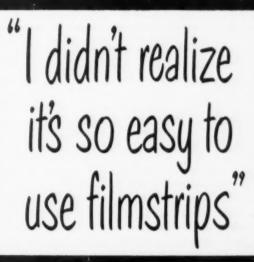
MARCH

- 1-5, National Convention, Department of Audio Visual Instruction, NEA, Washington.
- 4-6, Twelfth Annual National Conference, Association for Higher Education, NEA, Chicago.
- 17-21, Twelfth Annual Conference Association for Supervision and Curriculum Development, NEA, St. Louis, Mo.
- 20-23, National Convention, National Science Teachers Association, NEA, Cleveland.
- 20-April 1 National Convention, National Association of Deans of Women, NEA, San Francisco.
- 24-29, Annual Meeting, Department of Elementary School Principals, NEA, Cincinnati, Ohio.
- 29-30, Thirty-Fifth Annual Meeting, National Council of Teachers of Mathematics, NEA, Philadelphia.

APRIL

- 4, NEA Centennial Birthday Party.
- 21-26, Annual Study Conference, Association for Childhood Education International, Los Angeles.
- 23-27, International Conference, International Council for Exceptional Children, NEA, Pittsburgh, Pennsylvania.





School Master

PREFERRED BY TEACHERS EVERYWHERE FOR BOTH SINGLE-FRAME FILMSTRIPS AND 2x2 SLIDES

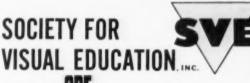
School Master projectors are easy to operate. Simply insert film, flick on the light switch, and turn the advance knob. That's all there's to it! Nothing to take apart or put together . . . and you show the most brilliant pictures you've ever seen,

School Master 500 (illustrated with Rewind Take-up accessory, \$7.50), complete with semi-automatic slide changer, standard case. 500-watt lamp. \$99.50

Other School Master models from \$64.50.

FREE! School Master projector free of extra cost with SVE filmstrip purchases. Ask for "Package Plan" details.

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PUSH-BUTTON CONTROL FROM ANY LOCATION

School Master Remote Control models permit speaker to advance filmstrip from anywhere in the room.

School Master 500 with Remote \$119.50

School Master 300 with Remote Control 99.50

New Compact SVE "E-Z VIEWER" enlarges pictures 3 times

For convenient previewing of single-frame filmstrips. Can be used on desk or held in hand. Cool; easily loaded. Folds to fit in desk drawer. Complete. \$14.95



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"Who killed federal aid?"

THERE IS A strange silence in Capitol corridors as aspirants for continued positions on the Hill mend their fences back home. Unexpectedly the national scene has followed them to the "back country" through the persistent din of newspaper columnists and editorial writers.

"Who killed federal aid?" is a question raised and answered in the press as frequently as "who killed Cock Robin?" used to be in the nursery. Bess Furman, Washington correspondent for the New York Times, says, "The school bill died of the following causes given in the order of their lethal effect:

1. Indifference to the very young and stubborn refusal to advance with the times—or Old Fogeyism.

2. The Powell Amendment to preclude payment of funds to schools not racially integrated in accordance with the Supreme Court Amendment —or New Fears.

3. Last-minute partisan politics in a campaign year—which might be termed Uncalculated Risks."

This analysis covers nearly everything under its blanket indictments, but Miss Furman bears down on "Old Fogeyism" as the principal villain in the melodrama. "As a group the House leadership seems as remote from children and their problems as the distant stars. More remote, really, for childhood at least has a 'twinkle-twinkle' relationship with the stars.

". . . the House habitually has been able to find a way to furnish federal funds to match with the states to build anything for the public weal—except schools. This last session it voted billions for roads, millions for hospitals, hundreds of thousands for plants to control water pollution and for construction of medical research facilities.

"But when the question of building schools comes up the old saying that federal funds mean federal control of education starts up again, even though those funds are poured only into concrete and window glass."

Miss Furman raises the curtain on the "Cliché Camel."

"That animal—so hardy he has developed three humps and can live forever without food or water—has been stalking the corridors of the Capitol since time was. He is ready at any moment to stick his nose under the tent-flaps of any welfare bill.

"It was Rep. Martin Dies (D., Tex.), who trotted out the camel on the last occasion," but if he hadn't done it, she felt sure that many a colleague would have rushed forward to grasp the lead halter.

Roscoe Drummond, whose Washington column appears in the New York Herald Tribupe and many other papers, addressed a personal letter to the presidential candidates. "Gentlemen: You are both aware that how the independent voter feels . . . will almost certainly determine who will be the next President of the United States.

"There is one question, which has now come sharply to the fore in the campaign about which the independent voter, I believe, is deeply anxious—under the leadership of which man and under which party can the nation be assured that the federal government will do whatever is necessary promptly to make up the perilous shortage of hundreds of thousands of classrooms? That is the question!"

Newspaper comment on no other question so quickly electrified the presidential campaign speech writers. Both candidates have come to the rescue of the imperiled schools with strong pronouncements supporting federal participation in school finance.

The election is now over. As the Capitol Hill solons remobilize for another attack on the problems of American life, it will become clear whether Mr. Eisenhower's pledges can be upheld.

D. C. schools lower average class size

THE DISTRICT of Columbia city schools still ride the headlines of capital newspapers. Analysis of causes of retardation in these schools has almost ceased and attention is being devoted to what can be done about it. There will be an increased school budget to permit more teachers to be hired for remedial classes and other special teaching sections which may help correct whatever pupil deficiencies exist.

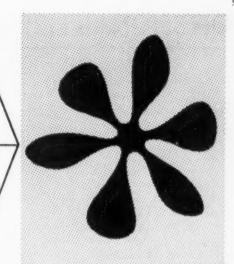
In the last session of Congress funds were voted to add enough teachers to reduce the city average elementary class size from the 36 that had become traditional to a fraction over 35. If the budget is increased as has been proposed, the city's average elementary class size will be lowered to 32. The final goal, for year after next, is set at 30 pupils per class.

Carmichael commended on integration

As THE HEARING conducted by the Subcommittee of the House District Committee finds its way into Government Printing Office type, and the outcries on every side of the question subside, school leaders who have had great success in solving the problems of integration are brought to the nation's capital for special commendation. Among them was Superintendent Omer Carmichael of Louisville, Kentucky, who met with President Eisenhower at the White House. Dr. Carmichael's integration project was highly extolled from official quarters. The unique feature of the integration plan in Louisville, the President was informed, was early preparation which began as far back as early 1946 with the desegregation of teacher committees and other professional groups of the city. Dr. Carmichael reported that the accomplishment thus far has been aided by the local newspapers whose warm support for the schools was highly praised by the Louisville superintendent.

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recent publications the school administrator will want to read, to pass along to associates, or "to have heard of"

The Saga of a Schoolmaster

By Jessee Buttrick Davis, Boston University Press, Boston, Mass., 1956, 311 pp., \$4.50.

In telling of his own life, Dr. Davis draws also a vivid and interesting picture of the growth and development of American secondary education. The struggles, the difficulties, the tremendous problems with which he was confronted, as he threaded his way from teacher, principal, state supervisor of secondary education to professor and, finally, dean, are graphically portrayed. Changes which occurred in every phase of secondary education during this period are aptly described.

Public education owes a great deal to Dean Davis. He was one of the first to advocate a guidance program for secondary schools. As one of the founders of the National Association of Secondary School Principals, he was largely responsible for the growth of this organization. His ideas about curriculum, organization and administration have influenced modern educational patterns.

This book has an appealing quality which should make it popular and valuable to anyone concerned with education. The personal manner in which it is written makes it a highly provocative tome.

—Samuel Ersoff Professor of Education School of Education Miami University Coral Gables, Fla.

Present-day Psychology

Edited by A. A. Roback, Philosophical Library, New York, 1955, 1000 pp., \$12.00.

The various aspects of psychology, the areas, branches and departments covered in this volume represent a mountain of research, writing and thought. It is obvious that no one article in a work of this kind could carry far into any special topic assigned by the editor and, of course, there are disadvantages to the treat-

ment. As the editor indicates, some of the authors found it difficult to follow his general outline.

The overall appeal of this book is to psychologists rather than to school administrators. Chapters most likely to attract the initial interest of school officers are those on character, child development, adolescence and educational psychology. Although these articles are helpful in their way, schoolmen would find them more pertinent if they stated simply and clearly what is being studied, why and how it is being studied, and what future developments are expected. Valuable generalizations, though, are to be found in the chapters and can be followed up by reading the suggested references.

> —Joseph Leese Professor of Education State University of New York Albany, N.Y.

Educational Leadership and the Elementary School Principal

By Charles R. Spain, Harold D. Drummond and John I. Goodland, Rinehart and Company, Inc., New York, 1956, 371 pp., \$4.50.

In the preface of this book, the authors indicate their belief that "the elementary school principal of the future must be an educational leader rather than merely a technician. . ."

Beginning with a survey of the nature of educational leadership, evolution of the principalship, and the legal and ethical aspects of the position, the remaining three sections enable the reader to examine the elementary principal's leadership role in pupil personnel services, administration and community and professional relations. The personalized style, regular listing of specific suggestions and excellent bibliography make this text a valuable handbook for principals on the job.

The "Problems for Discussion and Further Study" at the end of each chapter consist of situations so crucial and stimulating that it is a pleasure to use this text in graduate courses in elementary administration.

Ross L. Neagley
Professor of Education
Temple University
Philadelphia, Pa.

Effective Teaching in Secondary Schools

By William M. Alexander and Paul M. Halverson, Rinehart and Company, Inc., New York, 1956, 504 pp., \$5.75.

All methodology is based, ultimately, on some concept of the nature of man. In helping us to find ways to teach him, the authors reflect man as an organism of limitless ability, extending himself through orderly problem-solving. This concept is detailed in practical, usable techniques for classroom organization, group guidance and individual learning and planning, in the book.

It is a good text for the teachers of free men, for teachers of a really liberal curriculum. The methodology it presents is thoroughly consistent with the goals toward which the American high school is striving.

— Joseph Smith Associate Professor of Education San Francisco State College San Francisco, Calif.

Also Noted . . .

Introducing Children to the World

By Leonard S. Kenworthy, Harper and Brothers, New York, 1956, 268 pp., \$3.75.

Education in the U.S.A. A Comparative Study

By W. Kenneth Richmond, Philosophical Library, Inc., New York, 1956, 227 pp., \$4.50.

Canadian Education Today

By Joseph Katz, McGraw-Hill Book Company, Inc., New York, 1956, 243 pp., \$3.95.

The title Measurement and Evaluation noted on this page last month should have read Measurement and Evaluation for the Secondary-School Teacher. (By George Sachs Adams and Theodore L. Torgerson, The Dryden Press, Inc., New York, 1956, 658 pp., \$5.75.)

SE-259

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SCHOOL LUNCH



Learning how she fits into the cafeteria picture should be part of the training program for every employee.

Guideposts of Good Human Relations

By HELEN B. HUTCHINS

Institution Management Consultant Division of Public School Lunch State Department of Education Columbus, Ohio

As the number of lunchrooms in a school system increases, and the size of the school lunch staff grows, the cafeteria director finds it more necessary than ever to set guidlines for good personnel relations. For, if the lunchroom employee is to do her best work, she must feel that the environment is friendly and secure, free from the tensions and resentments so destructive of morale.

Learning how she fits into the cafeteria picture, and the principles she can count on to govern work and working habits, should be part of the regular training program for every new employee. The cafeteria director should draw up an outline setting forth basic tenets of good human relations, and discuss it with training classes.

What are some of the ideas that

the director should keep in mind when determining what the principles shall be?

First, one's relationship with his superior is important, whether it be lunchroom worker with head cook, or either of these with the cook's immediate supervisor. Even the relationship of the cafeteria director with her superintendent must be understood explicitly. A clear picture of the wishes of one's superior is necessary in order to transmit to others the unity of purpose which should exist in any organization.

If the superintendent wishes the school lunch program to be a vital part of the educational program, the director and her staff must be in sympathy with the idea. The head cook and her helpers, for example, should understand why children should learn to eat a Type A meal. Each worker should observe her superior in action, and make herself able to meet problems without help, should this ever be necessary.

Moreover, each must remember that it is her duty to relieve her superior of as many details as possible, thus permitting the latter to handle more important items. Wherever possible, for example, the head cook should settle a minor dispute between two employees without bothering the director. Likewise, the director should be able to settle disagreements between head cooks, or to take care of any situation which threatens the peace of the program, without bothering her busy super-intendent.

Naturally, this means that loyalty for the organization must be developed and promoted at all times. The old axiom, "In Union There is Strength," operates here as well as in any other place.

A second idea which should be incorporated into an outline of human relations principles is that each worker should do all in his power to develop and improve associations within his department. This is as basic as The Golden Rule—to treat the other fellow as you wish to be treated.

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PAGE 99

they start if every worker would say to herself: "Now if I were a supervisor, would 'I' want 'me' to do what I am doing?" Or the director might ask herself: "Would my superintendent want me to carry on this phase of the program thus?" Again, each is trying to carry out the policies and ideas of her superior, fostering unity of purpose.

One who wishes to delegate work must master the art of giving orders. It is best to make a note of everything. Both she who gives directions and she who receives them should have a record.

The director should send her instructions to each school in care of the head cook. It then becomes the cook's duty to carry them out, and to relay other directions to the person concerned.

The director should follow through

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by visiting the head cook or sending her assistant in her place. If management is clearly defined and consistent, orders will have been followed implicitly. This is a test that never fails.

A third idea so important to include in a list of human relations



When the director discovers how much Jane Smith enjoys working with children, she should assign Jane those tasks which involve helping the students.

principles involves the immeasurable value of good morale. This results from the previously mentioned policies, but it is important enough to emphasize again. Members of the staff are usually women, many of them housewives, from different types of homes. If they are to cooperate successfully, each should feel that she plays an important part in the work of the department.

Find out what each can do best and let her specialize in that. If she develops a good labor saving method, she should be encouraged to teach it to others so that they may profit too.

Every new worker or substitute should be greeted warmly and made to feel she is welcome in the organization. The director and other superiors should learn to know each of the workers. No one should be merely a name on the roster.

If the director knows that Mary Brown supports an invalid husband, she will better understand why Mary is sometimes 5 or 10 minutes late in the morning. If Jane Smith works simply because she loves to be around children, the director should





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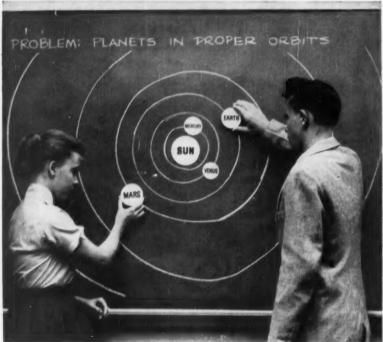




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LUNCH

utilize her talents, assigning her work where she deals directly with the students as much as possible.

One factor which helps contribute to good morale is the knowledge by employees that the director will back them up with the administration. This means that she will seek to improve their conditions and explain to the board of education the peculiar problems of school lunchroom management. In this manner, she can keep her promises to the lunchroom workers, who look to her for guidance.

A fourth principle of good human relations involves encouraging workers and supervisors to develop re-



There is surely something each person can excel in. Staff assignments should be made on that basis.

sponsibility. The director can usually spot the person who can take care of the perpetual storeroom inventory and keep it accurately; she can discover those who have the abilities to become cook managers. She can find something for each worker to excel in. The director who follows through with this policy is a *superior* superior.

The school lunch program offers a great opportunity to train good food habits in those who might otherwise be handicapped by undernourished bodies. A staff which realizes this will understand the value of a job well done. It is this conviction of social usefulness that is the greatest impetus to good human relations.

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Reviews

Tape Recorder With Stereophonic Playback



Bell's BT-76 Tape Recorder offers the benefits of high quality monaural recording and playback, with Stere-ophonic Playback ingeniously provided by a second head and preamplifier. Staggered Stereo Heads feed separate equalizing pre-amplifiers, with these signals channeled from No. 1 head into the recorder's self-contained power amplifier and speaker; from No. 2 head (by furnished cable) to any radio, TV or other amplifier with phono input, to utilize it for a second power amplifier and speaker.

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BELL SOUND SYSTEMS, INC., Columbus, Ohio.

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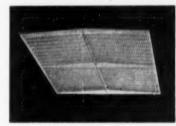
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Selects and distributes any of 2 microphones (one at Console and one remote), Radio or Phonograph.

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An Emergency and All-Call feature—instantly connects all rooms to receive programs or instructions.

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() INTERCOM

This panel serves as the second program panel and as the intercom panel permitting 2-way conversation

O RECORD CHANGER

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This System is also available in \$114 Consolette model, less desk. Write for full descriptive details covering these quality-built, ultra-modern systems.

RAULAND-BORG CORPORATION

Rauland-Borg Corporation 3515-E West Addison St., Chicago 18, III. Send full details on RAULAND School Sound System We have.....classrooms; auditorium seats...... Name......Title......Title.... School.......

Steel Windows

SE-410

New Fabrication Process Eliminates Painting



Fenestra, Inc. has announced the

development of a new steel-window finishing process that eliminates the need for painting.

The process, named Fenlite, produces a window which will withstand the rigors of all-weather conditions, yet maintains a bright, finished appearance. The Fenlite process consists of eight steps: 1. Vapor Degreasing; 2. Pickling; 3. Rinsing; 4. Liquid Fluxing;5. Oven Drying;6. Zinc Alloying;7. Passivating and Chemical Polishing; and 8. Final Product Assembly.

The new finish protects the steel

with an alloy-bonded, high-luster, zinc surface, providing a bright and highly corrosion-resistant finish.

FENESTRA, INC., 3113 Griffin St., Detroit 11, Mich.

SE-411 Storage Cabinets Three New Models by B-B-C



Three new models of the 2200 Series cabinets made by the Brunswick-Balke-Collender Co., the general storage cabinet, the cubicle storage cabinet, and the cabinet sink have been introduced in 35" and 37" heights for use in upper elementary grades, junior high school, and high school.

The new heights of the three cabinets and the protective melamine plastic finish on the tops of the cabinets make them ideal units for most types of laboratory work.

The cabinets have the same width and depth dimensions as other units in the series $(27\frac{1}{2}"$ and $21\frac{7}{8}")$ and use the standard high and low level metal bases of the series.

THE BRUNSWICK - BALKE - COLLEN-DER Co., 623 S. Wabash, Chicago 5,

SE-412 Projection Lamp For Daylighted Schoolrooms

Westinghouse has just introduced a new projection lamp which can be used to good advantage in daylighted schoolrooms.

The extremely compact filament used in the new Blue Top projection lamp was made possible by the development of new techniques of drawing tungsten wire and an exclusive floating bridge filament construction.

The new 1200-watt projection lamps are being made with the medium pre-focus base, the Bell and Howell base, and the DC medium ring for base-up burning.

WESTINGHOUSE LAMP DIVISION, WESTINGHOUSE ELECTRIC CORP., Bloomfield, N. J.



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Shown at right is the Griggs Skyliner No. 450 Chair Desk . . . available in five colors.



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"Ranger II" AC-DC Radio Knight-Kit Popular 5-tube superhet radio project kit. Thousands now used in shop training; teaches practical radio construction. It's a commercial quality broadcast receiver when completed. Kit includes tubes, preformed chassis, speaker, loop antenna, all required parts, hardware, and seasy to follow instructions. and easy-to-follow instructions. Shpg. wt., 8 lbs. Model 83 Y 735. Only \$17.25

See our Catalog for dozens of other fine Knight-Kits, including test instruments, amplifiers, student projects, etc.



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LOXIT SYSTEMS, INC.

1217 W. WASHINGTON BLVD. CHICAGO 7, ILLINOIS

Lighting Fixture SE413 Has Built-In Air Diffuser

The Multi-Vent Troffer is expected to drastically lower mass air conditioning installation costs. This fixture provides both air distribution and lighting, performing a job that formerly required two separate units. It is adaptable to any drop-type ceiling.

The unit looks like a regular recessed fluorescent light fixture. A completely concealed, built-in air dif-



fuser, mounted above the reflector plate, distributes air which bypasses the lamps.

Uniformity of temperature is

guaranteed by a unique low-velocity pressure displacement principle which is used instead of the ordinary high velocity injection of other types of air diffusers. Air emerges gently down from the fixture.

The new unit has been jointly engineered by Pyle National Co. of Chicago and Benjamin Electric Co. of Des Plaines, Ill.

PYLE NATIONAL Co., 1334 N. Kostner, Chicago, Ill.

Miniature Camera SE-414 For Visual Aid Production



The Kodak Signet 40 Camera, a moderately-priced miniature, will be especially useful to schools producing their own visual materials or photographic progress reports since its simplicity of operation enables even the inexperienced photographer to produce high-quality pictures.

An unusual feature is that the camera and flashholder are styled as an integrated unit. The lens is an Ektanon 46mm f/3.5.

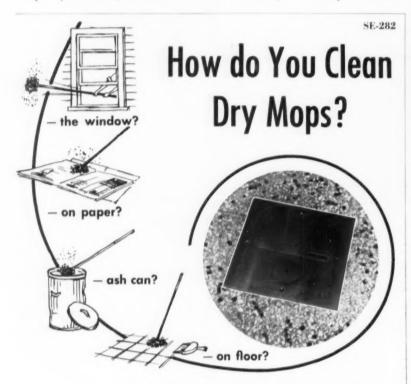
EASTMAN KODAK Co., Rochester 4, N. Y.

Mimeographing SE-415 Compound Produces Sharp, Black Copies

Diagraphy is a clean, colorless like-a-hand-lotion compound which replaces ink in mimeographing. It leaves no stain on hands or clothing and eliminates prolonged clean-up time. Sharp, black copies are produced, although the compound is a creamy fluid tinted green to provide instantaneous legibility.

This product may be used with any standard machine. Because the consistency is like ink, no mechanical adjustments are necessary. Special Diagraphy paper must be used, but it is inexpensive and easily obtain-

PRINT-O-MATIC Co., INC., 724 W. Washington Blvd., Chicago 6, Ill.



There are many ways that are wrong. The one right way is to install Vacuslot plates in all corridors. The operator passes the dry mop over the slot. The strands are pulled in, shaken violently by the inrush of air and all dust goes down to the basement. No time lost — no dust scattered — Vacuslot is the modern sanitary method.

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SCHOOL EQUIPMENT INDEX-DECEMBER, 1956

This index covers products and services referred to in both advertisements and editorial reviews in this issue. To find a particular advertisement or editorial listing, consult the key (SE number) which precedes the listing, and which will also be found above the advertisement or listing in the body of the magazine.

If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card below and mail it to us.

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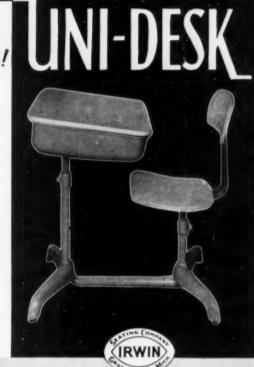
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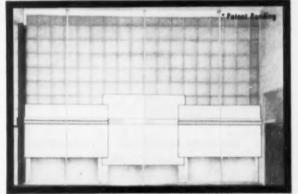
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Has Electronic Controls

The Recordak Motorized Film Reader embodies electronic controls and a larger viewing screen. The screen size is now a full 14" for greater versatility and easier fullwidth reading of documents without use of the scanning device. At two higher magnifications of 30 and 40 diameters, obtained with accessory interchangeable lenses, one face of all documents microfilmed at higher reductions by the duplex or duo



methods is also viewed in full. In addition, the wider screen brings part of the backs of these documents into view, enough to eliminate considerable scanning formerly required to check information on the back image.

RECORDAK CORP., 415 Madison Ave., New York 17, N. Y.

SE-424 **By-Pass Valves** Simplify Maintenance



A new line of three-way by-pass valves designed for the accurate control of liquid flow has been announced by the Johnson Service Co., manufacturers of automatic temperature and air-conditioning control systems.

Total capacity of the valves is constant, regardless of the position of the inner valve. Flow can be directed to either of two outlets as required. The tight-closing feature makes these valves ideal for diverting applications which would ordinarily require the use of two separate valves.

Maintenance is greatly simplified by a unique construction feature that makes it possible to change the discs and seat rings without removing the entire valve from the pipe line.

The new valves, with molded rubber diaphragm operators, are available now in $2\frac{1}{2}$ ", 3 and 4" sizes. Maximum pressures range up to 250 psi at 406°F and 400 psi at 70°F. Maximum control air pressure is

JOHNSON SERVICE Co., Milwaukee

SE-295 ANOTHER Design ACHIEVEMENT







Another HAWS product of modern styling is now available for free adaptation to your architectural designing. Finished in gleaming white vitreous china, Model 1505 is securely mounted with cast iron wall bracket.

ALL of the dependable sanitation features long associated with HAWS Drinking Fountains are included: Angle-stream, antisquirt fountain head is raised and shielded; Head of chrome plated brass is vandal-proof mounted to bowl; Water pressure is automatically controlled through self-closing valve. This model conforms to government specifications for cantonment-type drinking fountains.



The new 72-page HAWS Catalog is out!

It describes Model 1505 and all of the latest designs in HAWS Drinking Fountains, Electric Water Coolers, Eye-Wash Fountains, and KRAMER Flush Valves.

> If you haven't already received your copy, write today!



1443 FOURTH STREET (Since 1909) BERKELEY 10, CALIFORNIA



AT LAST!

A truly ADJUSTABLE

Typewriter Table with ALL the Features you've been looking for!...

- DOES NOT STURDY VIERATE
- SILENT MOUNTED
- ADJUSTABLE SELF-LOCKING
- MODERN DESIGN
- ECONOMICAL ALL STEEL CONSTRUCTION



Table









PINELLAS INT. AIRPORT ST. PETERSBURG, FLORIDA

Cleaning floors is easy when you have the right equipment . . . and WHITE builds the finest quality Floor

Cleaning Equipment. No matter how large or small the job, WHITE engineers have developed "just the thing" to do that job efficiently and easily. It will pay you to insist on WHITE when you buy floor cleaning tools.

Illustrated is the TYM-SAVER single outfit-just one of the 252 Cleaning Tools offered under one brand name.

Write for Catalog No. 156



WHITE MOP WRINGER COMPANY

MOHAWK STREET • FULTONVILLE, NEW YORK CANADIAN FACTORY: PARIS, ONTARIO, CANADA

THE ONE COMPLETE LINE OF FLOOR CLEANING EQUIPMENT



write for free booklet to department SE-12

TAUBER PLASTICS, INC. 200 Hodson St., N.

looking colorful volume.

200 Hudson St., N. Y. 13, N. Y.

SE-299

FOLD-AWAY

FOLDING TABLES AND BENCHES



- STURDY
- EASY TO STORE
- EASY TO CLEAN

Folding tables, like most other manufactured articles, have gone rolding tables, tixe most other manufactured articles, have gone through a process of evolution. For years we have manufactured folding tables, and have noted the changes made and the reasons for such changes. Here we present what we consider the best line of folding tables on the market, giving due consideration to sturdiness of design, finish, materials used, and all factors involved. For use in an institution, folding tables made by Grogg Bros. of Spring Grove, Pa., will meet all reasonable expectations and give long years of satisfactory service.

CONSTRUCTION DETAILS

Top 3/16" Tempered Masonite. Apron 18 Gauge Cold Rolled Steel. Leg 16 Gauge 1" O.D. Cold Rolled Steel Tubing, Acetylene Welded.

Frame %" 5-Ply Fir Plywood 4" Wide.

Molding Extruded Aluminum "T",

Positive Locking Device (Extra Heavy Aluminum Casting.) Clips—18 Gauge 1" Wide, held by four No. 8 x % Wood Screws. Floor Glides — Extra Heavy Steel, Chrome Plated.

SPRING GROVE, PA.

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dealer write for

brachure & price list

Exterior Curtain Wall System

Permits 2,852 Different Designs

SE-425

Unit Wall is the name of a new system of modular components that permits exceptional freedom of design at minimum cost through the use of only ten standard prefabricated wall units.

The new standardized curtain wall system is particularly well suited to the construction of one-, two-, and three- story structures such as school buildings.

Striking appearance is achieved through the use of colored porcelain



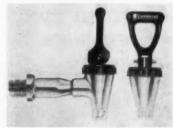
enamel paneled areas contrasted with satin finish aluminum mullions and frames. Interlocking split-mullion design provides for horizontal expansion and contraction, and at the same time simplifies erection. Components, which include insulated panels, operable sash, fixed sash, and doors, are factory-assembled and shipped to site complete with all parts, including hardware.

KAWNEER Co., Niles, Mich.

Tin-Lined Faucet

SE-426

For Distilled Water Distribution Systems



Barnstead Still & Demineralizer Co. announces a new type of tinlined faucet for distilled water distribution systems in laboratories. Complete purity protection is offered by the faucet which is both the self-closing type and non-self-closing type, depending on which way the handle is thrown.

Construction is of tin-lined brass with silicon plug and plastic handle.

Barnstead Still & Demineralizer Co., 146 Lanesville Terrace, Boston 31, Mass.

SE-427

Liquid Soap Dispenser Delivers Measured Amount of Soap

A new quart size, all-metal, liquid soap dispenser, the B6 Likwidurn, cuts excessive maintenance costs by eliminating frequent re-filling. Each stroke of the valve delivers a measured amount of liquid soap sufficient for satisfactory hand washing. In addition, the dispenser cannot waste soap by leaking or dripping because the stainless steel valve is above the liquid level and pumps soap from the bottom.

The Chromium-plated globe always retains its new-looking appearance by simply wiping with a damp cloth.

AMERICAN DISPENSER Co., INC., 115 E. 23 St., New York 10, N. Y.

whether it's a playground or a municipal power plant, there's a REALOCK FENCE to give it maximum protection

All over America, Realock Fences are providing dependable round-the-clock protection for every type of municipal installation. That's because each Realock Fence is tailor-made to fit the requirements of the customer.

Typical of the many Realock Fences now widely used by municipalities is Realock's Type 426. This sturdy fence gives positive protection for installations such as water works and power plants because it is available in heights up to 13 feet and is topped with six strands of sharp barbed wire.

Yes, there's a sturdy Realock Fence for every municipal need. Why not get full details from your nearby Realock representative? You can obtain his name from your classified telephone directory, or by writing the nearest district sales office shown below.

THE COLORADO FUEL AND IRON CORPORATION—Denver and Oakland WICKWIRE SPENCER STEEL DIVISION—Buffale, New York

REALOCK FENCE

BRANCHES IN ALL KEY CITIES

259



peel all vegetables the easy way with

...Potatoes...Carrots
...Turnips and other
deep root Vegetables

VEGETABLE PEELER

\$160.00

NO OTHER PEELER AT THIS PRICE HAS ALL THESE FEATURES

8

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Portable — Just plug in — Stainless steel construction — Peels 20 lbs. in one minute — Automatically timed (set it — forget it) — Peeling disk unconditionally guaranteed 2 years

Compare

Saves up to \$3 per 100 lbs. over hand peeling.

MODEL GP
Univex Floor Model
For Permanent Installation
All Stainless with adjustable legs and discharge \$260.00



Prices Slightly Higher in West
UNIVERSAL
INDUSTRIES

369 MYSTIC AVE., SOME IVILLE 45, MASS

plenty of KNEE-ROOM for everyone

with BARRICKS'

5 top materials in a complete

of sizes

PEDESTAL Y - LEU FOLDING TABLES

Move the strength, stability and beauty of a modern stationary table. Yet, are light in weight.

Featuring BARRICKS'
patented AUTOMATIC LEG-LOCKS

and Steel Center Channel Construction SPEEDS SETTING UP . . SPEEDS FOLDING, Legs lock into position automatically . . fold at the touch of a finger.

LEG-LOCKS UNCONDITIONALLY
GUARANTEED FOR 10 YEARS!

Write for Catalog on complete line of Rectangular, Square Round and Half-Round Folding Tables . . . and Benches, Table and Chair Trucks.

BARRICKS MFG. CO.

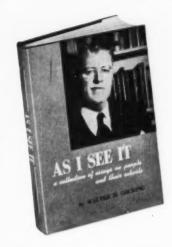
FOLDING TABLE DIVISION 134 West 54th Street, Chicago 9, III

SE.303

SE-302

AMERICA'S FINEST

FOLDING TABLES



The best of Walter D. Cocking is in this book—the insights, understanding and lift for the human spirit that led Dean Francis S. Chase, Chairman of the Department of Education of the University of Chicago, to write:

"These essays are windows into the mind of one of the most widely experienced, keenly observant and deeply reflective of our educational leaders."

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now in permanent book form

By arrangement with the Macmillan Company, publishers of "As I See It," we are happy to offer you a copy of this new book, together with the extension of your subscription for an additional twelve months—both for \$6.00—a substantial saving over their cost if purchased separately.

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Please send bill Payment enclosed

Name Title

SE-428 Earth Science Kit

22 Experiments Possible



The Geology Kit, distributed by Models of Industry, Inc., contains 46 large rocks and minerals to be identified, including a 9-piece hardness set and a fossil in limestone, streak plate, acetic acid (mild). potassium aluminum sulfate, magnifying glass, and three layers of colored plastic form to illustrate under earth strata.

Four handbooks detailing 22 experiments, provide science experience relating to the earth's forma-

Models of Industry, Inc., 2100 Fifth St., Berkeley 10, Calif.

Bowling Set

SE-429

Portable Equipment Available

Now schools can easily set up bowling alleys at reasonable cost with a new portable game set. A new type of bowling pin molded of Bake-

lite polyethylene and a 2 lb. bowling ball give the game new freedom of movement. Almost any long level stretch-a wide corridor indoors or a sidewalk outdoors can become a site for a bowling alley.

The new lightweight pins are 15" high, but weigh only 5 ozs. Although these pins are hollow and have slots in their sides, Bakelite polyethylene provides them with impact strength and lively resilience. With the pins comes a triangular pin-spotting sheet and a portable backstop net which also serves as a carrying case for pins and ball.

Cosom Industries, Inc., 6012 Wayzata Blvd., Minneapolis 16, Minn.

SE-305

Folding Tables are NOT all alike!

No other tables have as many "Extra Features" as



- * GREATER SEATING CAPACITY
- * MORE LEG COMFORT
- UNEQUALED APPEARANCE, DURABILITY, STRENGTH
- FINEST CONSTRUCTION. MATERIALS, FINISHES
- * BUILT FOR LONG SERVICE



TUBULAR STEEL FOLDING LEGS

SMOOTH, SANITARY

TOPS of Masonite Presdwood, Linoleum, Fir or Birch Plywood, Formica and Resilyte

FOLD UNDER FOR STORAGE

QUICK, EASY SET-UP * FOR CHANGING ROOM USES



1, 2, 3, 4 LEVEL BANDSTANDS

"U" shaped set-up for BANDS and OR-CHESTRAS allow unobstructed vision of musicians, director and audience. Improve appearance, discipline and director control. Same units set-up in a straight line can be used as stepped-up audience seating risers.



1-LEVEL PLATFORMS, STAGES

For speakers, raised speakers tables, cere-monies, acts, style shows. Quick set-up or removal. Used in Schools, Colleges, Churches, Hotels, Clubs, Lodges. Each unit only 2½''s thick when folded. Store in small space.

USE THE SAME UNITS FOR MANY DIFFERENT ARRANGEMENTS

ANY SIZE STAGE IN ANY ROOM OR HALL, ANYTIME



PORTABLE FOLDING STANDS

- * Each unit a SAFE stand in itself
- 4'x8'x3/4" Tops, 8"16" 24" 32" heights
- * Strong, rigid TUBULAR STEEL LEGS

Write for Descriptive Folder

MITCHELL MFG. CO.

2726 S. 34th St. . Milwaukee 46, Wis.

MFRS. of MITCHELL FOLD-O-LEG TABLES, BAND AND CHORAL STANDS, SEATING RISERS

SE-430

1

Oil Heating Equipment Uses No. 6 Fuel Oil



Two new 600-hp Scotch marine boilers with rotary oil burners now heat the Hackensack (N.J.) High School, Factory-wired control panels provide entirely automatic operation. The oil piping is heated by impressing a high-amperage current at low voltage (20 volts) throughout the entire fuel system. This permits heavy No. 6 oil to be burned at a considerable saving in fuel costs along with troublefree operation. The current that keeps the oil warm and fluid is supplied through a 6-kva transformer. Two duplex oil pumps, each capable of handling 400 gallons per hour of fuel oil, pump the oil through the electrified piping to the two rotary oil burners.

YORK-SHIPLEY, INC., York, Pa.

Library Furniture SE-431

For Heavy-Duty School Use

Standard Wood Products Corp. announces their latest line of naturally-finished wood furniture for heavy-duty use in school libraries.

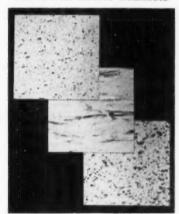
This matched set of modern furniture enables architects to select exactly the pieces they need on the basis of comfort, appearance, and utilitarian values.

STANDARD WOOD PRODUCTS CORP., 47 W. 63 St., New York, N. Y.

Vinylized Tile

SE-432

Three New Colors Available



The Azphlex vinylized tile line has been expanded by the addition of three new numbers, Canyon Pink, P-721, is a terrazzo tone design with salmon pink background; Fresco Green, P-722, a terrazzo tone with a green background. The third color is Horizon Gray, P-736, a marble tone with light blue background and blue and silver-gray striations.

All three colors are available in 9" x 9" size and 3/32" thickness. Horizon Gray is also available in 1/8" and 3/16" thicknesses. As in the entire Azphlex line, the new colors are thermoplastic tile made with a vinyl resin and reinforced with asbestos fibre. They are grease and alkali-resistant and can be installed on or below grade.

AZROCK PRODUCTS DIV., UVALDE ROCK ASPHALT Co., Box 531, San Antonio, Texas.

Wardrobe Rack SE-433

Designed for Mobility

The Space Master is a new wardrobe rack which folds compactly for storage between periods of use and is easily portable. It will accommodate wraps for 24 persons and takes only 30 seconds to assemble. No bolts, screws, or tools are required. Shelf ends have Finger Touch Lock Sets pulling against locked-in base bars that challenge rough handling and weight bearing when assembled. They can be disassembled in less than 30 seconds to package size.

Square tubular furniture steel spotwelded construction gives strength and rigidity with unbelievably light weight. Finished in a choice of colors.

GINGHER MFG. Co., Scranton 9, Pa.

Colored Paper

For Making Charts

Color-Stik are sheets of colored, pressure-sensitive paper which can be cut to any size or shape for any purpose where color impact is needed. For instance, it can be cut into bars for vari-colored bar charts or it can be cut in thick or thin strips for colored lines on graphs or underlines.

After it is cut to size, it is simple to peel the backing and apply. No cement, glue, or paste is needed. Available in sheets 17" x 22" in 17 colors.

Winfield Associates, P. O. Box 147, Princeton Junction, N. J.

SE-306

SE-434

Look! COOLER-TOT!

The New, Different Child's Dispenser
USED WITH ANY MAKE WATER COOLER OR
USED ALONE WITH ANY WATER OUTLET

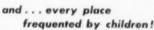
COOLER-TOT is a miniature cooler design with king-size appeal and convenience. Providing safer, more sanitary, splash-proof drinking, it delights children and offers unique advantages to management of all places frequented by children.

NOW USED IN MACY'S . . .

COOLER-TOT is the ideal dispenser that is both practical and economical. Containing no operating mechanism,

it requires no service. Easily connected to any water cooler or ordinary water outlet, Cooler-Tot actually effects profits for . . .

BANKS
SCHOOLS
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HOSPITALS
SUPERMARKETS
VARIETY STORES
DEPARTMENT STORES



EVERY FEATURE DESIGNED FOR HARD USE AND ENDURANCE

- Sturdy, 31" high, grey hammertone finish cabinet
- · Stain-proof, white vitreous china top
- Sanitary, splash-proof, chrome-plated bubbler
- Scuff-proof, stainless steel kickplate base

SUNROC CORP.—Glen Riddle, Pa.
(PLEASE PRINT)

Send information on COOLER-TOT special price after to:

TITLE

NAME. COMPANY

ADDRESS

LIST PRICE

\$58.00

FOR SPECIAL

PRICE OFFER

INTRODUCTORY

CITY..... STATE.....

SUNROC

water coolers . water coolers . water coolers

th Offices in principal cities CORPORATION GLEN RIDDLE.

35mm-Slide Projector

Provides Brilliant Image

Viewlex's new V-500 is a combination 35mm filmstrip and 2" x 2" slide projector that is brand new in concept. Its 500-watt (fan cooled) illumination is contained in a completely light-tight housing, eliminating annoying light leakage. The Viewlex optical system multiplies the illumination, providing a brilliant image.



The optical enlarging pointer emphasizes by enlarging a specific area even larger than the projected image, fixing attention on details under dis-

Viewlex, Inc., 35-01 Queens Blvd., Long Island City 1, N. Y.

Bread Dispenser

Serves One Slice at a Time

SE-436



A new counter model bread dispenser serves one slice at a time and keeps the bread fresh and sanitary. To serve, you simply lift a handle.

Each compartment is loaded by lowering the back and sliding in a full size pullman loaf. A tray underneath catches all crumbs and is easily removable for cleaning. This new "angle-feed" model is especially designed for extremely fresh or moist bread and cannot stick or jam.

Made entirely of stainless steel, it comes in 2 sizes to accommodate either 3 or 5 loaves.

SERV-A-SLICE INDUSTRIES, 3207 S. Shields Ave., Chicago, Ill.

SE-437 Bridge Scaffold Is Adjustable, Mobile

The Aldek bridge scaffold is an all-aluminum unit for maintenance work. Easy adjustments may be made on all four uprights and in the length as well to meet varying conditions such as inclined floors, stair wells. The scaffold spans areas up to 30' in length and 20' high without obstructing work and takes working loads up to 1600 lbs.

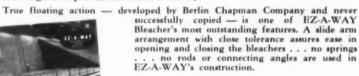
Snap-in rungs provide easy access to the work platform, which is slipresistant and can be used independently as a stage, kicker, or plank. Safety rails and toe-boards are also available. Heavy-duty rubber tire casters make it easy to roll the scaffold into position and have positive locks for safety as well.

ALUMINUM SAFETY PRODUCTS, Inc., 289 Fifth Ave., New York 16, N. Y.



. . . an exclusive feature that has not been duplicated by others. Scissor-crossed bracing in EZ-A-WAY Bleachers prevents lateral drift and assures that the movable tiers will always be parallel with respect to each other and the fixed rear weldment. Note and compare material content of EZ-A-WAY Bleachers with others . . . more space could be provided if less substantial material were used. And, EZ-A-WAY Bleachers are not only safe and durable, but designed to provide maximum flexibility.

ing design assures perfect alignment throughout the life of the bleacher



Write today for new catalog showing complete





BERLIN WISCONSIN

AUDIO-VISUAL AIDS

SE-501 Home Sewing Films

A new series of 26 films teaching the unit construction method of home sewing are available. Titled Sew Easy, each reel is 121/2 minutes. Black and white and color, Each of the films in this series is complete by itself. The demonstrations follow through all of the steps in the making of a dress. Modern up-to-date procedures of the unit method are shown. The films can serve as pre-service or in-service training aids and as classroom aids for any teacher who is familiar with the unit method and is teaching it at high school or college level. Illustrative materials in the films serve as examples of what a teacher can provide to better illustrate her own presentations. Home Craft Films, 5009 Libbit Ave., Encino, Calif.

SE-502 Handbook of Tape Recording

How to Make Good Tape Recordings is a 151-page handbook of tape recording. It is written in non-technical language and is profusely illustrated with specially prepared charts, diagrams and photographs. It contains up-to-the-minute information of interest and practical value to amateur as well as professional tape recording. Chapter headings include: Recording Today; How a Tape Recorder Works; Characteristics of a Tape Recorder; Selecting a Tape Recorder; Selecting a Recording Tape; Using the Tape Recorder; Making a Microphone Recording; Acoustically Treating the Studio; Tape Editing and others. Audio Devices, Inc., 444 Madison Ave., New York 22, N. Y.

SE-503 Christmas Filmstrip Kit

This new kit. Christmas Series, has been class-tested for use in elementary grades. The areas to which the filmstrips may be applied are music, social studies, health, science, safety and literature. Titles of the films are: The Story of Silent Night; The Tree and Other Traditions; Santa Claus and Other Traditions; The Story of the Christmas Seal: The Christmas Tree Industry; A Sale Christmas with the Reeds. The series helps children to gain an appreciation of a favorite Christmas carol and its origin and acquaints them with the origin of our Christmas traditions. Sold as series or in individual strips. THE JAM HANDY ORGANIZATION, 2821 E. Grand Blvd., Detroit 11, Mich.

SE-504 1956-57 Film Catalog

United World Films, Inc. Presents U. S. Government Films For Schools and Colleges is a new catalog now available presenting nearly 700 selected films for classroom instructional use. Contents include social studies, music and art, teacher training, child guidance and development, adult education, business education, vocational guidance, science, physical education and health, home economics, and vocational education. Included at the back of the book is an alphabetical index by titles. UNITED WORLD FILMS, INC., U. S. Govern-

ment Film Dept., 1445 Park Ave., New York 29, N. Y.

SE-505 Milk

Milk (Second Edition). 16mm sound film, 11 minutes. This second edition brings up-to-date another of EBF's series of basic films on food, clothing and shelter. The series is planned especially for primary and middle grades, to help pupils gain a better understanding of how our needs are met in this modern industrial society. The film can be used in a number of areas of the curriculum, such as social studies, science, health and hygiene, and language arts. Encyclopaedia Britannica Films, 1150 Wilmette Ave., Wilmette, Ill.

SE-506 Filmstrip Catalog

1956-57 Instructional Materials, Class-Tested Filmstrips to Help Teachers describes 400 class-tested filmstrips in both color and black and white. New kits for 1956 release are described. The materials, including recordings which are provided with some of the filmstrips, are listed by subject area, for easy reference. Curriculum areas include Reading Readiness, Primary Literature, Music, Health, Science, Social Studies, Nature Study, History, Geography, Arithmetic, Physics, Mathematics, Shop Training, and Safety. Many illustrations from the key frames of the new filmstrips are shown. Prices are listed. The Jam Handy Organization, 2821 E. Grand Blyd., Detroit 11, Mich.

SE-308

"Our milk is always cold and sanitary with the bulk milk dispenser"



SAYS MRS. RUTH SCHROCK, DIETICIAN LAFAYETTE JUNIOR HIGH SCHOOL, UNIONTOWN, PA.

The LaFayette school serves about 125 meals daily; and in the process, the students drink nine to ten gallons of fresh, cold milk.

The milk is cold because the Stainless Steel dispenser is cold; it has a refrigeration system all its own. Naturally, this also promotes the highest standards of sanitation. Individual containers can't get warm on the serving line. Older milk can't be forgotten and allowed to sour.

UNITED STATES STEEL CORPORATION, PITTSBURGH AMERICAN STEEL & WINE DIVISION, CLEVELAND COLUMBIA-GENEVA STEEL DIVISION, SAN FRANCISCO NATIONAL TUBE DIVISION, PITTSBURGH TERNESSEC COAL & HON DIVISION, FAIRFIELD, ALA. UNITED STATES STEEL SUPPLY DIVISION, WARRHOUSE DISTRIBUTIONS UNITED STATES STEEL EAFORT COMPANY, NEW YORK

USS STAINLESS STEEL

SHEETS - STRIP - PLATES - BARS - BILLETS
PIPE - TUBES - WIRE - SPECIAL SECTIONS

But when you install a bulk milk dispenser, the most dramatic thing you'll notice is the better flavor. The milk is ice-cold and fresh-tasting. The difference is so remarkable that milk consumption almost always goes up when a bulk milk dispenser goes into service.

Why not send the coupon and learn more about this way to serve more flavorsome milk? (You'll save money, too, because you buy the milk at bulk can rates.)

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United											1	L	J		è
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UNITED STATES STEEL

MANUFACTURERS' CATALOGS

SE-507 Electrical and Mechanical Equipment

A new Hi Catalog No. 12 covering more than four hundred items in the "Hi" line of electrical and mechanical products and equipment has been released. New products include a plastic screw anchor kit, Lok-On wire connectors, Snap-On metal straps, Tape-Mate fish tape winder and Ream-Rite, a tool for smoothing and beveling the freshly cut ends of thin wall conduit. Numerous other products are featured. Holub Industries, Inc., Sycamore, III.

SE-508 Temperature Indicators

Complete information about Leeds & Northrup's portable, direct-reading thermo-

couple potentiometer indicators with automatic reference junction compensation is now available in a new Data Sheet ND42-33(1). This new publication describes how these indicators are measuring temperature up to 3000 F with one type or different types of thermocouples, over a narrow or wide range span. A listing of specifications, available ranges and replacement parts complete the sheet. For your copy write Leed's & Northern Co., 4934 Stenton Ave., Philadelphia 44, Pa.

SE-509 Polyethylene Ware

A new 16-page brochure Bulletin P-965 listing a complete line of polyethylene ware for laboratory use has just been announced by the Scientific Glass Apparatus Co. Items made of standard polyethylene as well as high heat polyethylene are illustrated and described. Not only does the booklet cover such standard items as narrow mouth bottles, beakers, funnels,

tubing and sheeting, but hydrometer jars, wide mouth bottles, test tubes, centrifuge tubes, spigots, line valves, graduated cylinders, bottle rests, bottle carriers, pipette baskets and rinsers, pumps, stoppers, sitraps, pails, baskets, etc. Scientific Glass Apparatus Co., Inc., Bloomfield, N. J.

SE-510 Washers & Disposers

Complete utensil washer and jet food disposer specifications are contained in this informative Bulletin KB565. Construction diagrams and installation data are also furnished. Kitchen Equipment Dept., Food MACHINERY AND CHEMICAL CORP., 103 E. Maple St., Hoopeston, Ill.

SE-511 Heating and Ventilating System

The Westinghouse Air Blender System—a new concept in health, comfort, economy for SCHOOLS is the title of a new colorful eight-page brochure featuring the new Westinghouse Air Blender system of heating and ventilating. It describes how the Air Blender works and displays the standard as well as the custom cabinets. Some of the features include: individual wall intakes eliminated; auxiliary radiators are eliminated; classroom units have no moving parts; draft stabilizer eliminates window down drafts; central air supply system permits: better filtering, easier maintenance and future air conditioning. Westinghouse Corp., Stertenant Div., Hyde Park, Boston 36, Mass.

SE-512 Projection Tables

A four-page black and white brochure No. S-282 features the new Pixmobile projection table with large 4" ball bearing swivel wheels. With its spacious shelves you can carry two complete sets, such as movie and slide projector, or tape recorder and opaque projector or any other combination. It is furnished in grey hammerloid enamel. Various Pixmobile models are illustrated along with model numbers, specifications and prices. ADVANCE FUNNACE CO., 2310 E. Douglas Ave., Wichita, Kans.

SE-513 Electric Dryers

Form No. 755. Illustrated in this catalog are the various models of the American Electric hand and face dryers. Features include instant drying at the touch of a button which automatically shuts off at the end of the 40-second cycle. A dual nozzle marvel is illustrated permitting two people to dry at the same time. The revolving nozzles permit hand, face and waist drying. Fixed nozzles are also available. American Dhyer Corp., 1324 Locust St., Philadelphia 7, Pa.

SE-514 School Supplies

Catalog E95. This colorful catalog features a variation of art supplies, nursery and kindergarten materials, games, arithmetic aids, reading aids and school furniture. Descriptions, illustrations, model numbers and prices appear next to each item. An alphabetical index is included at the back of the catalog along with a purchasing guide of basic art materials for a school year based on 30 pupils per classroom. MILTON BRADLEY CO., Springfield, Mass.



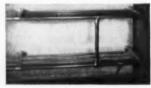
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NEW TEXTBOOKS

SE-515 CRS Book Catalog

The 11th annual (1957) edition of the CRS Book Catalog has just come off press. This revised up-to-date edition presents a list of approximately 1,000 books of many publishers, arranged by subject areas and grade levels. A new feature in this 1957 edition is the inclusion of books to interest teen-agers. An alphabetical index is included at the back of the book. Chil-Dreen's Readding Service, 1078 St. John's Place, Brooklyn 13, N. Y.

SE-516 Algebra

College Algebra by Frank M. Morgan begins with a comprehensive review of elementary algebra with new ideas interspersed to hold the attention of the students. Aiming at the development of insight and an understanding of fundamental concepts, Dr. Morgan stresses what one can and cannot do to an equation. He emphasizes accuracy of statement and labels all assumptions as such. Analytical results are interpreted graphically whenever it is possible. Numerous historical notes add interest for all, and special honor problems challenge the superior students. 374 Pages, AMERICAN BOOK Co., 55 Fifth Ave., New York 3, N. Y.

SE-517 Secretarial Career

New career guidance help in the form of a 16-page booklet, just published by the Royal Typewriter Company, is now available to young students who are trying to decide whether or not they should pursue a secretarial course. This booklet, You . . . As A Secretary, prepared under the sponsorship of the Alpha Chapter of the Delta Pi Epsilon, an honorary graduate fraternity in business education, covers the specifics of secretarial work in its various aspects. There are sections on the duties of a secretary, job opportunities, secretarial preparation, business requirements, skill development needs, where to get secretarial training and the personality traits of a good secretary. Copies are available without charge. ROYAL TYPEWRITER Co., School Dept., Div. of Royal McBee Corp., Port Chester, N. Y.

SE-518 New Text Releases

Three new books have been released by Benefic Press. They include: Buttons Go Camping, McCall, \$1.48. The humorous family situations and the colorful illustrations will appeal to all youngsters; Peter And The Two Hour Moon, Corson, \$1.68. A story of a boy's adventures on a space satellite that circles the earth every two hours. This is the same type of satellite that is now being constructed by the national government as a means of learning more about outer space; Little Wolf And The Thunderstick, Chandler, \$1.76. Little Wolf is an Iroquois boy who lived with his tribe in New York about 1680. The author presents an authentic picture of the social customs, foods, games, and recreation of these Indians. Benefic Press, Publishing Div. of Beckley-Cardy Co., 1900 N. Narragansett, Chicago 39, III.

SE-519 South America

A bibliography on South America has been published by Panagra (Pan American-Grace Airways) for travelers, students, and anyone interested in getting more information about the continent. Titled Books About South America, the pocket-size booklet contains a selection of books under subject headings of history, government, travel guides, adventure, exploration and language texts. Free copies can be obtained by writing to the South American Information Bureau, Pan American-Grace Adrivats, 135 E. 42nd St., New York 17, N. Y.

SE-520 American Synonyms

Dictionary Of American Synonyms. Written by Homer Hogan. The purpose of this book is to provide journalists, teachers and writers in general with a key to the language of the first atomic decade. The basic contents consist of definition entries for about 3,000 recent or widely current American words and expressions, and general category entries under which these terms are included as synonyms or related words. Drawn largely from contemporary publications, the definition entries include distinctly modern terms, additional meanings to old words, phrases in the news, popular idioms, cliches, and slang. Price is \$6.00. Philosophical Library, Inc., 15 E. 40th St., New York 16, N. Y.



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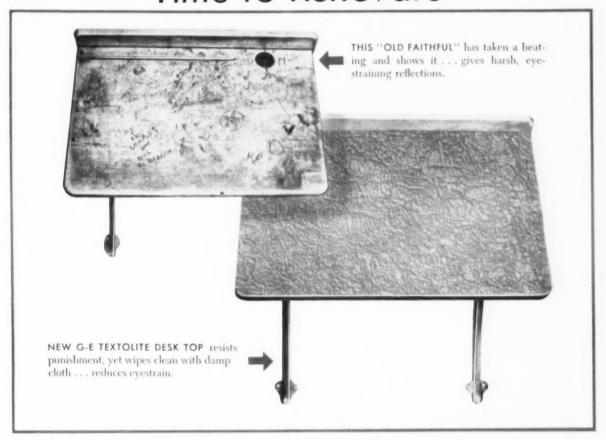
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